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Ontario Education, Sep. 4
(ANNUAL) REPORT

OF THE

NORMAL, MODEL, GRAMMAR

AND

COMMON SCHOOLS

OF

ONTARIO,

FOR THE YEAR 1870.

WITH APPENDICES,

BY THE CHIEF SUPERINTENDENT OF EDUCATION.

Printed by Order of the Legislative Assembly.



371/15
11/12/95

TORONTO:
PRINTED BY HUNTER, ROSE & CO., 86 AND 88 KING ST. WEST.
1871.



Department of Public Instruction for Ontario.

EDUCATION OFFICE,

TORONTO, 31st October, 1871.

SIR,—I have the honour to transmit herewith, to be laid before His Excellency the Lieutenant Governor, my Report of the Normal, Model, Grammar and Common Schools of Ontario, during the year 1870, including a Statistical Statement of other Educational Institutions, as far as I have been able to obtain information respecting them. To my Report I have added an Appendix, which contains extracts from local reports, and other documents and papers illustrative of the means which have been employed to promote the improvement and extension of the Grammar and Common (now High and Public) Schools throughout Ontario.

I have the honour to be, Sir,

Your obedient servant,

(Signed,) E. RYERSON.

To the Honourable STEPHEN RICHARDS, M.P.P.,

Secretary of the Province,

Toronto.

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PART I.

GENERAL REPORT.

1870.

ANNUAL REPORT

OF THE

Normal, Model, Grammar and Common Schools IN ONTARIO, FOR THE YEAR 1870.

PART I.—GENERAL REPORT.

*To His Excellency the Honourable WILLIAM PEARCE HOWLAND, C. B.,
Lieutenant-Governor of the Province of Ontario :—*

MAY IT PLEASE YOUR EXCELLENCY,

As required by law, I herewith present my Report on the condition of the Normal, Model, Grammar and Common Schools of the Province of Ontario for the year 1870.

I am happy to be able to state, that although the *increase* of the School Fund by local effort in 1869 was \$38,093 (\$28,622 of which was applied to *increase* the salaries of teachers)—yet the increase of the Fund for 1870 by the same local effort is \$116,938, of which \$47,515 (only \$29,000 in 1869) have been expended in increasing the salaries of teachers. The increase of pupils in the schools have been 10,088.—The whole number of pupils in the schools is 442,518. I will now give a summary view from the Statistical Tables.

I.—TABLE A.—RECEIPTS AND EXPENDITURE OF COMMON SCHOOL MONEYS.

Receipts.

1. The amount apportioned from the Legislative Grant was \$179,252—*increase* \$8,109. The amount apportioned for the purchase of maps, apparatus, prize and library books, was \$14,406—*increase*, \$1,327 (as against a *decrease* of \$650 in 1869).

2. The amount from *Municipal* School Assessment was \$385,284—*increase*, \$12,541.

3. The amount from *Trustees'* School Assessment was \$951,099—*increase*, \$60,265, (only \$35,300 in 1869). The amount of Trustees' Rate Bills for School fees was \$44,905—*decrease*, \$804, showing the steady decline of *rate bills*, and *increase* of *Free* Schools.

4. The amount from Clergy Reserve balances, and other sources, applied to School purposes, was \$369,416—*increase*, \$35,499, (as against a *decrease* of \$914 in 1869).

5. *The total receipts* for all Common School purposes for the year 1870 amounted to \$1,944,364, nearly two millions of dollars—*increase* over the total receipts of the preceding year, \$116,938, (as against \$38,000 *increase* in 1869).

Expenditures.

1. For salaries of teachers, \$1,222,681—increase, \$47,515, (\$28,600 in 1869).
2. For maps, globes, prize books and libraries, \$33,891—increase, \$4,265, (as against a decrease of \$1,500 in 1869).
3. For sites and building of school-houses, \$207,500—increase \$16,129, (\$5,000 in 1869).
4. For rents and repairs of school-houses, \$61,860—increase \$7,851, (as against a decrease of \$600 in 1869).
5. For school books, stationery, fuel, and other expenses, \$186,127—increase \$11,402
6. Total expenditure for all Common School purposes, \$1,712,060—increase, \$87,164 (only \$36,000 in 1869).
7. Balances of school moneys not paid at the end of the year when the returns were made, \$232,303—increase, \$29,774.

II.—TABLE B.—SCHOOL POPULATION, PUPILS ATTENDING COMMON SCHOOLS, DIFFERENT BRANCHES OF INSTRUCTION.

The statute requires the returns of school population to include children between the ages 5 and 16 ; but it confers the *equal* right of attending the schools upon all residents in each School Division between the ages of 5 and 21 years.

1. School population (including only children between the ages of 5 and 16 years), 483,966—increase, 13,566.
2. Pupils between the ages of 5 and 16 years attending the schools, 420,488—increase, 11,304. Number of pupils of other ages attending the schools, 22,030—decrease, 1,216. Total number of pupils attending the schools, 442,518—increase, 10,088.
3. The number of *boys* attending the schools, 233,381—increase, 3,696. The number of *girls* attending the schools, 209,137—increase, 6392.
4. The number reported *indigent* pupils, 3,546—increase, 121.
5. The table is referred to for the reported periods of attendance of pupils, and the number in each of the several subjects taught in the schools.
6. The number reported as not attending any school, is 31,265—decrease, 3,395. The decrease under this head the preceding year was 2,392. The ratio of decrease is gratifying ; but I hope it will rapidly advance, and that this ominous and humiliating item will soon disappear altogether through the Christian and patriotic exertions of the people at large, aided by the new amendments in the School Law on the subject of compulsory education.

III.—TABLE C.—RELIGIOUS DENOMINATIONS, CERTIFICATES, ANNUAL SALARIES OF TEACHERS.

1. *Number of Teachers, Male and Female.*—In the 4,566 schools reported, 5,165 teachers have been employed—increase, 111 ; of whom 2,753 are male teachers—decrease, 22 ; and 2,412 are female teachers—increase, 133.

2. *Religious Persuasions of Teachers.*—Under this head there is little variation. The teachers are reported to be of the following persuasions :—Church of England, 869—increase, 43 ; Church of Rome, 592—increase, 26 ; Presbyterians (of different classes), 1,589,—increase, 16 ; Methodists (of different classes), 1,509—increase, 39 ; Baptists (of different classes), 282—decrease, 25 ; Congregationalists, 76—increase, 13 ; Lutherans, 21—increase, 3 ; Quakers, 14—decrease, 3 ; Christians and Disciples, 47—decrease, 1 ; reported as Protestants, 117—increase, 12 ; Unitarians, 4—decrease, 4 ; other persuasions, 14 ; not reported, 31—decrease, 8.

N.B.—Of the 592 teachers of the Church of Rome, 356 are employed in the Public Common Schools, and 236 are teachers of Separate Schools.

3. *Teachers' Certificates.*—Total number of certificated or licensed teachers reported is 5,061—increase, 141 ; Normal School Provincial Certificates, 1st class, 319—increase, 60 ; 2nd class, 349—increase, 7 ; (no 3rd class Normal School Certificates are given) ; County Board Certificates of the old Standard, 1st class, 1,961—increase, 142 ; 2nd class, 2,102—

decrease, 15 ; 3rd class, 330—decrease, 53 ; not reported as classified, 104—decrease, 30 ; certificates annulled, 11.

4. Number of schools in which the teacher was changed during the year, 667—increase, 8.

5. Number of schools which have more than one teacher, 322—increase, 18.

6. *Annual Salaries of Teachers.*—The highest salary paid to a male teacher in a *County*, \$600—the lowest, \$100 (!) ; in a *City*, the highest, \$1,000—the lowest, \$250 ; in a *Town*, the highest, \$1,000—the lowest, \$225 ; in an *Incorporated Village*, the highest, \$1,000—the lowest, \$264. The *average* salary of male teachers in *Counties* was \$260—of female teachers, \$187 ; in *Cities*, of male teachers, \$597—of female teachers, \$231 ; in *Towns*, of male teachers, \$482—of female teachers, \$226 ; in incorporated villages, of male teachers, \$422—of female teachers, \$190. While the increase in the number of schools reported is 41, and the increase in the number of teachers employed is 111, the increase in the number of pupils is 11,304, and the increase in aggregate sum paid teachers is \$47,515 ; there is no increase in the largest salaries paid teachers, except in towns and villages. Amongst the worst enemies to the efficiency and progress of Public School education, are those trustees and parents whose aim is to get what they mis-call a cheap teacher, and who seek to haggle down the teacher's remuneration to as near starvation point as possible, though, in reality, they are intellectually starving their own children and wasting their time by employing an inferior teacher. Business men find it to their interest to employ good clerks, as one good clerk is worth two poor ones ; and in order to obtain and retain good clerks they pay them good salaries. Experience has long shown the soundness of this business rule and practice in the employment of teachers ; yet how many trustees and parents, in school matters, abandon a rule on which not only the merchant, but the sensible farmer acts in employing labourers, preferring to give high wages for good labourers, than to give lower wages to poor labourers.

IV.—TABLE D.—SCHOOL SECTIONS, SCHOOL-HOUSES AND TITLES, SCHOOL VISITS, SCHOOL LECTURES, SCHOOL EXAMINATIONS AND RECITATIONS, TIME OF KEEPING OPEN THE SCHOOLS.

1. The whole number of *School Sections* reported, 4,639—increase, 41, chiefly in new townships. The number of *schools reported as kept open* is 4,566—increase, 42, these mostly in new townships.

2. *Free Schools.*—The number of schools supported entirely by rate on property under this the last year of the old regime, and which may be attended, as a matter of right, by all residents between the ages of 5 and 21 years without payment of fees, is 4,244—increase, 113. The number of schools partly free—that is, with a rate bill of twenty-five cents or less per month—is 322—decrease, 71. I may repeat here, that whether the schools are free or not depends upon the local votes of the ratepayers at their annual meetings in School Sections, and in the election of Trustees in cities, towns and incorporated villages ; but a general wish has been expressed that all the Common Schools should be made free by law. I rejoice to be able to state that after twenty years had elapsed since the question of Free Schools was first left as a subject of discussion and voting at the annual school meetings, the voice of the country which had been so fully and so repeatedly expressed on it, has at length had an utterance in the Legislature, and that, from this present year, (1871), the Public Schools of the Province of Ontario have been declared free to all residents between the ages of 5 and 21 years.

3. The number of *school-houses built during the year* in counties was 176, of which 59 were of brick, 24 of stone, 70 frame, and 13 log, in new townships. Only one school-house in a *city* is reported as having been built during the year ; 1 in *towns*, and none in *incorporated villages*. These built have been all of brick.

4. The whole number of school-houses reported is 4,590, of which 870 are *brick*, 428 *stone*, 1,888 *frame*, 1,406 *log*—decrease of the last, 63.

5. *Titles to School Sites.*—*Freehold*, 4,150—increase, 72 ; *Leased*, 312—decrease, 34 ; *Rented*, 102—increase, 7 ; not reported, 26.

6. *School Visits.*—By Local Superintendents, 10,448—increase, 260 ; by Clergymen, 6,724—increase, 277 ; by Municipal Councillors, 1,631—increase, 84 ; by Magistrates, 1,705

—decrease, 127 ; by Judges and Members of Parliament, 517—increase, 207 ; by Trustees, 18,724—increase, 111 ; by other persons, 36,058—increase, 419. Total School Visits, 75,807—increase, 1,231, (as against a decrease of 7,366 in 1869). I am happy to state this gratifying fact ; as it does not indicate any diminution of zeal and interest in Public School education on the part of those whose duty, and interest, and privilege it is to elevate and strengthen public opinion in this first work of civilization, and by personal presence and counsel to prompt and encourage the most indifferent parents to educate their children.

7. *School Lectures.*—By Local Superintendents, 2,764—decrease 16 ; by other persons, 290—decrease 57. Whole number of School Lectures, 3,054—decrease 73. The lectures delivered by others than Local Superintendents are, of course, voluntary ; but the *law requires* that every Local Superintendent (now Inspector) shall deliver, during the year, at least one lecture on education in each School Section under his charge ; and the number of School Sections reported, with schools open in them, is 4,566. There are, therefore, 1,512 School Sections, with schools open, in which the requirement of the law, in regard to delivering an educational lecture, has not been observed. The statistical table shows the counties in which this neglect of duty has occurred. The state of the weather, and the proposed change in the office of Local Superintendent, may, in some instances, have interfered with the discharge of this duty, but it can scarcely account for the failure in 1,512 School Sections. The practice of giving lectures on various subjects is becoming every year more general and popular. It would be singular, indeed, if one lecture a-year in each School Section, on some subject of educational requirement or progress, could not be made instructive and popular. It is, however, gratifying to observe that the number of visits to schools by the late Local Superintendents was equal to the requirements of the law.

8. *Time of Keeping the Schools Open.*—The average time of keeping the schools open, including the holidays, was *eleven months and four days*, in 1870. This is nearly twice the average time of keeping open the Public Schools in the States of Pennsylvania and Ohio, and about three months more than the average time of keeping them open in the States of New York and Massachusetts—arising chiefly from our making the apportionment of the School Fund to School Sections not according to population, but according to the average attendance and the time of keeping open such schools—that is according to the work done in such schools.

9. *Public School Examinations.*—The whole number of Public School Examinations was 7,097—increase 127 ; (as against a decrease of 173 in 1869), though less than two for each school. The law requires that there should be in each school a public *quarterly* examination, of which the teacher should give notice to trustees and parents of pupils, and to the school visitors (clergymen, magistrates, &c.) resident in the School Sections. I think the time has now arrived (under the new and improved system inaugurated by the School Law and Regulations of 1871), to make it my duty hereafter to withhold the apportionment of the School Fund from the schools in which this provision of the law is violated. Good teachers do not shrink from, nor are indifferent to, public examinations of their schools. They seek occasions to exhibit the results of their skill and industry ; but incompetent and indolent teachers shrink from the publicity and labour attendant on public examinations of their schools. The stimulus to progress caused by such examinations, together with tests of efficiency on the part of teachers, and of progress on the part of pupils, cannot fail to produce beneficial effects on parents, pupils and teachers, as well as on the interests of general and thorough Public School education ; and such examinations will doubtless, under the new and improved programme of studies, command a large attendance of parents, trustees, and friends of the pupils of the school.

10. *The Number of Schools holding Public Recitations* of prose or poetry by the pupils was 2,566—increase 154. This exercise should be practised in every school, (and I am glad its use is increasing), as it tends to promote habits of accurate learning by heart, improvement in reading and spelling, and is an agreeable and often amusing diversion for all parties concerned. The little episodes of such exercises in the ordinary routine of school duties exert a salutary influence upon the minds of pupils and are happy interludes in the exercises on days of public examinations ; and the more agreeable and attractive such

exercises, as well as school examinations, can be made, the more rapid and successful will school progress become.

11. *School Prizes and Merit Cards.*—The number of schools in which prizes are reported as having been distributed to reward and encourage meritorious pupils, is 1,345—decrease, 12—though there has been an increase in the aggregate amount of prize books applied for and sent out to the schools. In every instance, as far as I can learn, where the distribution of prizes has not proved both satisfactory and beneficial, the failure may be traced to the want of intelligence or fairness, or both, in the awarding of them. In some cases it may be ascribed to the same causes which caused the violation of the law in not holding public examinations of schools—the want of competence and industry in teachers—their not attending to and recording the individual conduct and progress of each pupil, and, therefore, the absence of data essential to an impartial and intelligent judgment as to the merits of pupils. In other cases, there has been a desire to give something to every pupil without reference to either conduct or progress, in order that none may complain, thus defeating the very object of prizes, and rejecting the principle on which the true system of prizes is established, and on which the Divine Government itself is based, namely, *rewarding every one according to his works*. I may here repeat again what I have already remarked on this subject, that the hackneyed objection as to the distribution of prizes exciting feelings of dissatisfaction, envy and hatred in the minds of those who do not obtain them, is an objection against all competition, and is therefore contrary to every-day practice in all the relations of life. If the distribution of prizes is decided fairly according to merit there can be no *just* ground for dissatisfaction; and facilities are now provided and their employment prescribed, with a view to determine the merit of *punctuality*, of *good conduct*, of *diligence*, of *proficiency* on the part of each pupil during each term of the year—a four-fold motive to exertion and emulation in every thing that constitutes a good pupil and a good school. But the indifferent and flagging teacher does not wish such a pressure to be brought to bear upon his every-day teaching and attention to everything essential to an efficient school; nor does he desire the *test* of a periodical examination of his pupils by an examining committee to be applied to his teaching and management of the school. The objection that the distribution of prizes to deserving pupils excites the envy and hatred of the undeserving, is a convenient pretext to protect and permit incompetence and indifference on the part of the teacher.

But the existence of such alleged dissatisfaction is no reason for refusing rewards to punctuality, to good conduct, to diligence, to proficiency on the part of pupils. There is often great dissatisfaction on the part of unsuccessful candidates and their friends in the results of Municipal and Parliamentary elections, and the distribution of prizes by Agricultural and Horticultural Associations; but this is no argument against the value of free and elective institutions; nor does it prevent the people generally from honouring with their suffrages those on whose merits they place most value, even though they may sometimes err in their judgment. Nor do the managers of Agricultural and Horticultural Societies withhold prizes from the most successful cultivators of grains and vegetables, and fruits and flowers, because of dissatisfaction among the envious of the less diligent and less skilful farmers and gardeners.

It is the very order of Providence, and a maxim of Revelation, that the hand of the diligent maketh rich, while idleness tendeth to poverty; that to him that hath (that is, improves what he hath) shall be given, and the neglecter shall be sent empty away. Providence does not reverse its order of administration, because some persons are discontented and envious at the success of the faithful diligence and skill of others. Nor does Providence appeal alone to the transcendental motives of duty, gratitude, immortality, but presents also the motives of the life that now is, as well as of that which is to come.

I prefer the order of Providence, and the principles on which our civil institutions and all our associations for public and social improvements are conducted, to the dead-level notions of stationary teachers, and the envious murmurings of negligent pupils and their misguided friends.

An explanation of this feature of our school system will be its best justification, and evince its great importance. I therefore present it again as follows:—

A comprehensive catalogue of carefully-selected and beautiful prize books has been

prepared and furnished by the Department to Trustees and Municipalities applying for them ; and, besides furnishing the books at cost price, the Department adds one hundred per cent. to whatever amounts may be provided by Trustees and Municipal Councils to procure these prize books for the encouragement of children in their schools. A series of merit cards, with appropriate illustrations and mottoes, has been prepared by the Department, and is supplied to Trustees and Teachers at a very small charge—half the cost—and these merit cards are to be awarded daily, or more generally weekly, to pupils meriting them. One class of cards is for *punctuality* ; another for *good conduct* ; a third for *diligence* ; a fourth for *perfect recitations*. There are generally three or four prizes under each of these heads ; and the pupil or pupils who get the largest number of merit cards under each head, will, at the end of the quarter or half year, be entitled to the prize books awarded. Thus an influence is exerted upon every part of a pupil's conduct, and during every day of his school career. If he cannot learn as fast as another pupil, he can be as *punctual*, as *diligent*, and maintain as *good conduct* ; and to acquire distinction, and an entertaining and beautiful book, for *punctuality*, *diligence*, *good conduct*, or *perfect recitations* or exercises, must be a just ground of satisfaction, not only to the pupil, but also to his or her parents and friends. There are two peculiarities of this system of merit cards worthy of special notice. The one is, that it does not rest upon the comparative success of single examinations at the end of the term, or half year or year, but on the daily conduct and diligence of each pupil during the whole period, and that irrespective of what may be done or not done by any other pupil. The ill-feeling by rivalry at a single examination is avoided, and each pupil is judged and rewarded according to his merits, as exhibited in his every day school life. The second peculiarity is, that the standard of merit is founded on the *Holy Scriptures*, as the mottoes on each card are all taken from the sacred volume, and the illustrations on each card consist of a portrait of a character illustrative of the principle of the motto, and as worthy of imitation. The prize book system, and especially in connection with that of *merit cards*, has a most salutary influence upon the school discipline, upon both teachers and pupils, besides diffusing a large amount of entertaining and useful reading.

V.—TABLE E.—PRAYERS, READING OF THE SCRIPTURES IN SCHOOLS, TEXT BOOKS, MAPS, APPARATUS.

1. *Prayers and Reading of the Scriptures*.—Of the 4,566 schools reported, the daily exercises were opened and closed with prayers in 3,246 of them—increase, 119 ; and the Bible was read in 3,097—increase, 95. No child can be compelled to be present at religious instruction, reading or exercise, against the wish of his parents or guardians, expressed in writing. The religious instruction, reading and exercises, are, like religion itself, a voluntary matter with trustees, teachers, parents and guardians. The Council of Public Instruction provides facilities, even forms of prayer, and makes recommendations on the subject, but does not assume authority to *enforce* or *compel* compliance with those provisions and recommendations. In some instances the reading and prayers are according to the Roman Catholic Church ; but, generally, those exercises are Protestant. The fact that in 3,246 schools, out of 4,566, religious exercises of some kind are voluntarily practised, indicates the prevalent religious principles and feelings of the people ; although the absence of such religious exercises in a school does not, by any means, indicate the absence of religious principles or feelings in the neighbourhood of such school. There are many religious persons who think the day school, like the farm fields, the place of secular work, the religious exercises of the workers being performed, in the one case as in the other, in the household, and not in the field of labour. But as Christian principles and morals are the foundation of all that is most noble in man, and the great fulcrum and lever of public freedom and prosperity in a country, it is gratifying to see general and avowed recognition of them in the public schools.

2. *Text Books*.—In a previous annual report I explained fully the steps which had been taken and the measures adopted, not only to secure a uniform series of text books for the schools, but a uniform series of excellent Canadian text books, and the complete success of those measures. Table E shows that those text books are now all but universally used,

and also the number of schools in which each of the text books on the various subjects of instruction is used.

3. *Maps, Globes, and other Apparatus.*—The maps and globes, and most of the other apparatus used in the schools, are now manufactured in Canada, forming a new and interesting branch of Canadian manufacture. Blackboards are used in 4,504 (or nearly all) the schools—increase, 82; globes are used in 1,326 schools—increase, 43; maps are used in 3,785 schools—increase, 92. Total maps used in the schools, 28,149—increase, 1,088, (as against an increase of 250 in 1869).

VI.—TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS.

1. The number of Roman Catholic Separate Schools is 163—decrease during the year, 2.

2. *Receipts.*—The amount apportioned and paid by the Chief Superintendent from the Legislative Grant to Separate Schools, according to average attendance as compared with that at the Public Schools in the same Municipalities, was \$8,906—increase, \$176. The amount apportioned and paid for the purchase of maps, prize books and libraries, upon the usual condition of an equal sum being provided from local sources, was \$683—increase, 207. The amount of school rates from the supporters of Separate Schools, was \$31,845—increase, \$402. The amount *subscribed* by supporters of Separate Schools, and from other sources, was \$17,065—increase, 962. Total amount received from all sources was \$58,500—increase, \$1,749.

3. *Expenditures.*—For payment of teachers, \$41,738—increase, \$3,109; for maps, prize books and libraries, \$1,766—increase, \$327; for other school purposes, \$14,994—decrease, \$1,688.

4. *Pupils.*—The number of pupils reported as attending the Separate Schools, was 20,652—decrease, 34. Average attendance, 10,035—increase, 1,704.

5. The whole *number of teachers* employed in the Separate Schools, was 236—increase, 8; male teachers, 96—decrease, 8; female teachers, 140—increase, 16. Teachers of religious orders, male, 25—decrease, 5; female, 58—increase, 15.

6. The same table shows the branches taught in the Separate Schools, and the number of pupils in each branch; also the number of schools using maps, apparatus and blackboards.

General Remarks.—1. It is proper for me to repeat the remark, that the Public Schools of Ontario are non-denominational. Equal protection is secured to and enjoyed by every religious persuasion. No child is compelled to receive religious instruction, or attend any religious exercise or reading, against the wishes of his parents or guardians, expressed in writing. I have known no instance of proselytism in the Public Schools, nor have I received, during the year, a single complaint of interference with religious rights so fully secured by law.

2. According to the returns of the religious denominations of teachers, as given in Table C, and noted above, the number of Roman Catholic teachers of the Common Schools is 592, of whom 236 are teachers in Separate Schools. There were, therefore, 356 (increase during the year, 18) Roman Catholic teachers employed in the non-denominational Public Schools—an illustrative proof of the absence of exclusiveness in the local as well as executive administration of the school system, and for which, did the feeling exist, a plea might be made on the ground that general provision has been made for Roman Catholic Separate Schools. I may also observe, that according to the last General Census, there were 464,315 children in Ontario between the ages of 5 and 16 years. Of these, according to the proportion of Roman Catholic population, at least 70,000 must be assumed to be the children of Roman Catholic parents. Of these 70,000 Roman Catholic children, only 20,652 (not one-third of the R. C. school population) attend the Separate Schools; the other two-thirds (allowing even 10,000 as not attending any school) attend the Public Schools, in which no less than 356 Roman Catholic teachers are employed; and yet not a complaint has been made of even attempt at proselytism or interference with religious rights guaranteed by law.

VII.—TABLE G.—GRAMMAR (NOW HIGH) SCHOOLS, RECEIPTS AND EXPENDITURES, PUPILS, FEES, OR FREE SCHOOLS.

Receipts.—The amount of balances from the preceding year (that is, of moneys not paid in by the 31st of December, 1869), was \$11,590—increase, \$1,506. The amount of Legislative Grant for the salaries of teachers, was \$54,695—increase, \$2,592. The amount of Legislative Grant apportioned for *maps, prize books, etc.*, was \$1,348—increase, \$558. The amount of *Municipal Grants* in support of Grammar Schools, was \$43,597—increase, \$8,193. The amount of *pupils' fees*, was \$19,375—increase, \$2,451. Balances of the preceding year and other sources, \$15,000—increase, \$4,211. Total receipts, \$145,607—increase, \$19,514.

Expenditures.—For salaries of masters and teachers, \$105,153—increase, \$8,143 : for building, rents and repairs, \$20,390—increase, \$13,011 ; for fuel, books, and contingencies, \$8,648—increase, \$425 ; for maps, prize books, apparatus, and libraries, \$3,374—increase, \$1,482. Total expenditure for the year 1870, \$137,566—increase, \$23,063. Balances of moneys not paid out at the end of the year, \$8,041—decrease, \$3,549.

Number of Schools, 101—no increase.

Number of Pupils, 7,351—increase, 743—a large proportionate increase.

VIII.—TABLE H.—NUMBER OF PUPILS IN THE VARIOUS BRANCHES, AND MISCELLANEOUS INFORMATION.

This table shows both the subjects taught and the number of pupils in such subjects in each of the Grammar Schools, the names, university degree or certificate of the Head Masters, and number of teachers employed in each School.

Whole Number of Pupils in English, 7,280—increase, 789 ; in English Grammar, 7,091—increase, 628 ; in Spelling and Dictation, 6,958—increase, 891 ; in Reading, 6,863—increase, 939 ; in Composition, 4,915—decrease, 100. *Total in Latin*, 6,658—increase, 1,081 ; in Harkness or Arnold, 5,187—increase, 1,041 ; in Latin Grammar, 4,371—increase, 487 ; in Latin Exercises and Prose Composition, 2,467—increase, 471 ; in Prosody, 564—increase, 6 ; Reading Cæsar, 632—decrease 10 ; Reading Virgil, 578—decrease, 2 ; Reading Livy, 138—decrease, 48 ; Reading Ovid, 129—increase, 34 ; Reading Cicero, 310—increase, 53 ; Reading Horace, 243—increase, 37 ; in Verse Composition, 260—increase, 131. *Total in Greek*, 769—decrease, 89 ; in Harkness, 468—decrease, 30 ; in Greek Grammar, 579—increase, 26 ; in Written Exercises, 413—increase, 1 ; Reading Lucian, 174—decrease, 34 ; Reading the Anabasis, 218—decrease, 35 ; Reading Iliad, 153—increase, 1 ; Reading the Odyssey, 45—decrease, 18. *Total in French*, 2,850—increase, 434 ; in French Grammar, 2,586—increase, 461 ; in Written Exercise and Composition, 2,098—increase, 190 ; in French Dictation and Conversation, 786—increase, 280 ; Reading Voltaire's Charles XII., 693—increase, 147 ; Reading Corneille's Horace, 199—decrease, 42. *Total in Arithmetic*, 7,212—increase, 770. *Total in Algebra*, 3,525—increase, 464. *Total in Euclid*, 2,172—increase, 119 ; in the higher rules of Arithmetic, 6,115—increase, 695 ; in the higher rules of Algebra, 2,201—increase, 353 ; in Euclid, books III. and IV., 855—increase, 68 ; in Trigonometry or Logarithms, 651—increase, 150 ; in Mensuration and Surveying, 717—increase, 288 ; in Ancient Geography, 1,409—increase, 41 ; in Modern Geography, 6,631—increase, 951. *Total in History*, 5,981—increase, 763 ; in Ancient History, 1,275—increase, 205 ; in Physical Science, 1,948—increase, 267 ; in Christian Morals, 1,437—decrease, 50 ; in Civil Government, 144—increase, 62 ; in Writing, 6,399—increase, 730 ; in Book-keeping and Commercial Transactions, 1,636—increase, 97 ; in Drawing, 912—increase, 27 ; in Vocal Music, 490—decrease, 133 ; in Gymnastics, 431—decrease, 185 ; in Military Drill, 434—decrease, 404 ; Schools in which the Bible is used, 60—increase, 3 ; Schools in which there are daily prayers, 88—same as 1869 ; Schools under united Grammar and Common School Boards, 62—decrease, 3 ; number of maps in the Schools, 1,712—increase, 112 ; number of globes in Schools, 128—decrease, 5 ; number of pupils who were matriculated at any University during the year, 81—decrease, 6 ; number of Masters and Teachers employed in 101 Schools, 172—increase, 7.

IX.—TABLE I.—METEOROLOGICAL OBSERVATIONS.

Of late years the practical value of the science of Meteorology has been recognized by all civilized governments, and systems of simultaneous observations have been widely established, the results of which must tend to elucidate the laws which control the atmospheric phenomena. The recent establishment of the storm signal office at Washington, and its extension to this Province, show the great importance of Meteorological observations. The daily weather reports, and the "probabilities" founded on the observations, have been most valuable, instructive and interesting. The system of "drum signals" established on the English coast by the late Admiral Fitzroy, though not appreciated at first, have become a necessity, and, under the good Providence of God, have been the means of averting great destruction of life and property. The same Admiral, when head of the Meteorological Office in England, thus referred to the importance of returns of temperature, and the especial need of observations in British America:—"Tables of the mean temperature of the air in the year, and in the different months and seasons of the year, at above one thousand stations on the globe, have recently been computed by Professor Dové, and published under the auspices of the Royal Academy of Sciences at Berlin. This work, which is a true model of the method in which a great body of Meteorological facts, collected by different observers and at different times, should be brought together and co-ordinated, has conduced, as is well known, to conclusions of very considerable importance in their bearing on climatology, and on the general laws of the distribution of heat on the surface of the globe." In regard to *land stations*, Professor Dové's tables have shewn that data are still pressingly required from the British North American Possessions intermediate between the stations of the Arctic expeditions and those of the United States; and that the deficiency extends across the whole North American continent in those latitudes, from the Atlantic to the Pacific.

The Grammar School System secures the continuous residence of a class of men, at different points, who are well qualified by education to perform the work of observation, and the law authorizes the establishment and maintenance of a limited number of stations, selected by the Council of Public Instruction, with the approval of His Excellency the Lieutenant Governor, at which daily observations are taken of barometric pressure, temperature of the air, tension of vapour, humidity of the air, direction and velocity of the wind, amount of cloudiness, rain, snow, Auroras, and other meteoric phenomena. The observations are taken at 7 a.m., 1 p.m., and 9 p.m. The instruments used have been subjected to the proper tests. Full abstracts of the daily records are sent to the Education Office monthly, in addition to a weekly report of certain observations, which is prepared for publication in any local newspaper the observer may select. Abstracts of the results for each month are regularly published in the *Journal of Education*, and the observers' reports, after strict examination, are arranged and preserved for further investigations.

In my report of 1867, the results of most of the observations were presented in the form of synchronous curves, but as the expense proved an objection, a synopsis is now given in figures. For the same reason the important notes of the observers are omitted.

I have pleasure in adding that the observers are, upon the whole, discharging their duties with fidelity, and that through their exertions the materials for investigating the climatology of the Province are rapidly accumulating.

X.—TABLE K.—NORMAL AND MODEL SCHOOLS.

The recent County examinations throughout the Province have demonstrated the great value and usefulness of the Normal School. Every one of its students who were examined has acquitted himself well. The recent appointments of Dr. Carlyle and Mr. Kirkland to Masterships in the Normal School will contribute still more to its efficiency and value. As the successor of Dr. Sangster, the Rev. Dr. Davies, the new Principal, will be able effectually to sustain the high reputation which the Institution has acquired throughout the country. The whole system has been of late years brought to a degree of thoroughness and practical efficiency, even in its minutest details, that I have not witnessed in any other establishments of the kind. The standard of admission to the

Normal School has been raised much above that of former years, and therefore the entrance examination (which is always in writing) has been made increasingly severe; yet the applications for admission during the present session (August, 1871) have been 198 (larger than for some years), and the failures in examination have been 13—much less proportionally than at the commencement of previous sessions. Upwards of 90 of those admitted have been teachers. The establishment of the third mastership, with a view to give greater prominence to the subject of Natural Science, will have a most beneficial and salutary effect upon the introduction and teaching of those subjects in our Public Schools as required by the new School Act. The applications now on the books for admission to the *Model Schools*, above what can be entertained, are upwards of 600. The newly enlarged buildings for these schools will not only relieve us of this pressure, but will add greatly to the practical character and efficiency of these schools of practice in the Normal School course.

Table K contains three abstracts, the first of which gives the gross number of applications, the number that had been teachers before entering the Normal School, attendance of teachers in training, certificates, and other particulars respecting them during the twenty-one years' existence of the Normal School; the second abstract gives the counties whence the students have come; and the third gives the religious persuasions of the students.

The Table shows that of the 6,069 admitted to the Normal School (out of 6,736 applications) 2,992 of them had been teachers; and of those admitted, 3,129 were males, and 2,940 were females. Of the 3,129 male candidates admitted, 2,088 of them had been teachers; of the 2,940 female candidates admitted, 904 of them had been teachers. The number admitted the first session of 1870 was 159, the second session, 173—total, 332—of whom 220 attended both sessions. Of the whole number admitted, 137 were males, and 195 females. Of the male students admitted, 87 had been teachers; of the female students admitted, 58 had been teachers.

I think it necessary here to repeat the explanations which I have heretofore given respecting the objects and offices of the Normal and Model Schools:—

The Normal and Model Schools were *not* designed to educate young persons, but to *train teachers*, both theoretically and practically, for conducting schools throughout the Province, in cities and towns as well as townships. They are not constituted, as are most of the Normal Schools in both Europe and America, to impart the preliminary education requisite for teaching. That preparatory education is supposed to have been attained in the ordinary public or private schools. The entrance examination to the Normal School requires this. The object of the Normal and Model Schools is, therefore, to do for the teacher what an apprenticeship does for the mechanic, the artist, the physician, the lawyer—to teach him theoretically and practically how to do the work of his profession. No inducements are held out to any one to apply for admission to the Normal School, except that of qualifying himself or herself for the profession of teaching; nor are any admitted except those who in writing declare their intention to pursue the profession of teaching, and that their object in coming to the Normal School is to better qualify themselves for their profession—a declaration similar to that which is required for admission to Normal Schools in other countries. Nor is any candidate admitted without passing an entrance examination in writing, equal to what is required for an ordinary second-class certificate by a County Board.

No argumentation is any longer required to justify the establishment and operations of Normal Schools. The experience and practice of all educating countries have established their necessity and importance. The wonder now is, that while no one thinks of being a printer, a painter, or shoemaker, &c., without first learning the trade, persons have undertaken the most difficult and important of all trades or professions—that which develops mind and forms character—without any preparation for it. The demand for teachers trained in the Normal and Model Schools, and their success, is the best proof of the high appreciation of the value of their services by the country. Of course no amount of culture can supply the want of natural good sense and abilities; but training and culture double the power of natural endowments, and often give to them all their efficiency.

The Model Schools (one for boys and the other for girls), formerly limited to 150

pupils each, will, when the enlargement of the buildings is completed, admit of 50 additional pupils each. The pupils admitted are now required to pay two dollars per month, while the Public Schools of the city are free. These Schools are appendages to the Normal School, and are each under the immediate charge of teachers who have been trained in the Normal School, and are overseen and inspected by the Principal and Masters of the Normal School. The teachers-in-training in the Normal School, divided into classes, spend some time each week in the Model Schools, where they first observe how a *Model School* for teaching Public School subjects is organized and managed; how the pupils are classified, and how the several subjects are taught; and they at length teach themselves, as assistants, under the observation and instruction of the regularly trained teachers of the school, who also make notes, and report from day to day the attention, aptitude, power of explaining, governing, commanding attention, &c. The Principal of the Normal School includes in his instructions a series of lectures on school government, teaching, &c.; and Dr. Hodgins, the Deputy Superintendent of Education, (a member of the Bar) delivers a short course of lectures to the Normal School students on the School Law, and their duties and modes of proceeding respecting it.

XI.—TABLE L.—OTHER EDUCATIONAL INSTITUTIONS.

As the Public and High Schools are only a part of our educational agencies, the Private Schools, Academies and Colleges must be considered in order to form a correct idea of the state and progress of education in this Province. Table L contains an abstract of the information collected respecting these institutions. As the information is obtained and given voluntarily, it can only be regarded as an approximation to accuracy, and, of course, very much below the real facts. According to the information obtained, there are 16 Colleges (several of them possessing eminent powers), with 1,930 students; 284 Academies and Private Schools—*increase 5*—with 6,562 pupils—*increase, 170*; which were kept open 11 months, and employed 373 teachers—*increase, 21*. Total students and pupils, 8,492—*increase, 470*.

XII.—TABLE M.—FREE PUBLIC LIBRARIES.

1. This Table contains three statements; *first*, of the Municipalities which have been supplied with libraries or additions during the year, and the value and number of volumes to each; *second*, the Counties to which libraries have been supplied during the past and former years, and the value and number of volumes, and also of other public libraries; *third*, the number and subjects of volumes which have been furnished, as libraries and prize books, to the several counties each year since the commencement, in 1853, of this branch of the school system.

2. (*Statement No. 1.*) The amount expended in establishing and increasing the libraries is \$3,395—*decrease, \$1,260*—of which one-half has been provided from local sources. The number of volumes supplied is 5,024—*decrease, 1,404*, which is more than made up by the increase of 60,000 in the number of books or prizes sent out.

3. (*Statement No. 2.*) The value of Public Free Libraries furnished to the end of 1870 was \$135,525—*increase, \$3,395*. The number of Libraries, exclusive of subdivisions, 1,146—*increase 39*. The number of volumes in these libraries was 239,062—*increase, 5,024*.

Sunday School Libraries reported, 2,433—*increase, 160*. The number of volumes in these libraries was 345,855—*increase, 10,870*.

Other Public Libraries reported, 389—*increase, 4*. The number of volumes in these libraries was 174,441—*increase, 404*.

The total number of Public Libraries in Ontario is 3,968—*increase, 203*. The total of the number of volumes in these libraries is 759,358—*increase during the year, 16,298* volumes.

4. (*Statement No. 3.*) This important statement contains the number and classification of public libraries and prize books which have been sent out from the Depository of the Department from 1853 to 1870 inclusive. The total number of volumes for *Public Free Libraries* sent out, 242,672. The classification of these books is as follows:—*History*,

42,193 ; *Zoology and Physiology*, 15,275 ; *Botany*, 2,811 ; *Phenomena*, 6,108 ; *Physical Science*, 4,772 ; *Geology*, 2,077 ; *Natural Philosophy and Manufactures*, 13,152 ; *Chemistry*, 1,540 ; *Agricultural Chemistry*, 794 ; *Practical Agriculture*, 9,592 ; *Literature*, 23,272 ; *Voyages*, 20,989 ; *Biography*, 27,977 ; *Tales and Sketches*, *Practical Life*, 68,153 ; *Fiction*, 1,015 ; *Teachers' Library*, 2,952. Total number of *Prize Books* sent out, 503,449. Grand total of library and prize books (including, but not included in the above, 14,379 volumes sent to Mechanics' Institutes and Sunday Schools, paid for wholly from local sources), 759,884.

5. In regard to the Free Public Libraries, it may be proper to repeat the explanation that these libraries are managed by Local Municipal Councils and School Trustees (chiefly by the latter), under regulations prepared according to law by the Council of Public Instruction. The books are procured by the Education Department, from publishers both in Europe and America, at as low prices for cash as possible ; and a carefully-prepared classified catalogue of about 4,000 works (which, after examination, have been approved by the Council of Public Instruction) is printed, and sent to the Trustees of each School Section, and the Council of each Municipality. From this select and comprehensive catalogue the local municipal and school authorities desirous of establishing and increasing a library select such works as they think proper, or request the Department to do so for them, and receive from the Department not only the books at prices about from twenty-five to thirty per cent. cheaper than the ordinary retail prices, but an apportionment in books of 100 per cent. upon the amount which they provide for the purchase of such books. None of these works are disposed of to any private parties, except Teachers and School Inspectors, for their professional use ; and the rule is not to keep a large supply of any one work on hand, so as to prevent the accumulation of stock, and to add to the catalogue yearly new and useful books which are constantly issuing from the European and American Press. There is also kept in the Department a record of every public library, and of the books which have been furnished for it, so that additions can be made to such libraries without liability to send second copies of the same books.

XIII.—TABLE N.—SUMMARY OF THE MAPS, APPARATUS, AND PRIZE BOOKS SUPPLIED TO THE COUNTIES, CITIES, TOWNS AND VILLAGES DURING THE YEAR.

1. The amount expended in supplying maps, apparatus, and prize books for the schools, was \$28,810—increase, \$4,345. The one-half of this sum was provided voluntarily from local sources ; in all cases the books or articles are applied for and fifty per cent. of the value paid for by the parties concerned before being sent. The number of Maps of the World sent out was 136 ; of Europe, 221 ; of Asia, 185 ; of Africa, 164 ; of America, 180 ; of British North America and Canada, 238 ; of Great Britain and Ireland, 188 ; of Single Hemispheres, 153 ; of Scriptural and Classical, 135 ; of other charts and maps, 269 ; of globes, 109 ; of sets of apparatus, 62 ; of other pieces of school apparatus, 612 ; of Historical and other Lessons, in sheets, 5,880. Number of volumes of *prize books*, 60,655.

2. It may be proper to repeat that the map, apparatus, and prize book branch of the School System was not established till 1855. From that time to the end of 1870 the amount expended for maps, apparatus, and prize books (not including Public Libraries), was \$293,043, one-half of which has been provided from local sources, from which all applications have been made. The number of Maps of the *World* furnished is 2,451 ; of *Europe*, 3,822 ; of *Asia*, 3,086 ; of *Africa*, 2,851 ; of *America*, 3,231 ; of *British North America and Canada*, 3,593 ; of *Great Britain and Ireland*, 3,688 ; of *Single Hemispheres*, 2,548 ; of *Classical and Scriptural Maps*, 2,628 ; *other maps and charts*, 5,444 ; *globes*, 1,942 ; *sets of apparatus*, 411 ; single articles of school apparatus, 14,615 ; *Historical and other Lessons in sheets*, 154,212 ; *volumes of Prize Books*, 503,449.

3. I also repeat the following explanation of this branch of the Department :—

The maps, globes, and various articles of school apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum or sums are provided from local sources, are nearly all manufactured in Ontario, and at lower prices than imported articles of the same kind have been heretofore obtained. The globes and maps manufactured (even the material) in Ontario contain the latest discoveries of voyagers and travellers, and are executed in the best manner, as are tellurians, mechanical powers, numeral

frames, geometrical powers, &c., &c. All this has been done by employing competitive private skill and enterprise. The Department has furnished the manufacturers with copies and models, purchasing certain quantities of the articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to municipal and school authorities. In this way new domestic manufactures are introduced, and mechanical and artistical skill and enterprise are encouraged, and many aids to school and domestic instruction, heretofore unknown amongst us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private families, as well as to municipal and school authorities all over the country. It is also worthy of remark, that this important branch of the Education Department is self-supporting. All the expenses of it are reckoned in the cost of the articles and books procured, so that it does not cost either the public revenue or school fund a penny beyond what is apportioned to the Municipalities and School Sections providing a like sum or sums for the purchase of books, maps, globes, and various articles of school apparatus. I know of no other instance, in either the United States or in Europe, of a branch of a Public Department of this kind conferring so great a benefit upon the public, and without adding to public expense.

The following Tables will also be found of much interest in connection with this part of our School System.

TABLE SHEWING THE VALUE OF ARTICLES SENT OUT FROM THE EDUCATION DEPOSITORY DURING THE YEARS 1851 TO 1870, INCLUSIVE.

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices without any apportionment from the Legislative Grant.	Total value of Library, Prize and School Books, Maps and Apparatus despatched.
	Public School Library Books.	Maps, Apparatus and Prize Books.		
	Dollars.	Dollars.	Dollars.	Dollars.
1851.....			1,414	1,414
1852.....			2,981	2,981
1853.....			4,233	4,233
1854.....	51,376		5,514	56,890
1855.....	9,947	4,655	4,389	18,991
1856.....	7,205	9,320	5,726	22,251
1857.....	16,200	18,118	6,452	40,770
1858.....	3,982	11,810	6,972	22,764
1859.....	5,805	11,905	6,679	24,389
1860.....	5,289	16,832	5,416	27,537
1861.....	4,084	16,251	4,894	25,229
1862.....	3,273	16,194	4,844	24,311
1863.....	4,022	15,887	3,461	23,370
1864.....	1,931	17,260	4,454	23,645
1865.....	2,400	20,224	3,818	26,442
1866.....	4,375	27,114	4,172	35,661
1867.....	3,404	28,270	7,419	39,093
1868.....	4,420	25,923	4,793	35,136
1869.....	4,655	24,475	5,678	34,808
1870.....	3,396	28,810	6,175	38,381

BOOK IMPORTS INTO ONTARIO AND QUEBEC.

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of books (not maps or school apparatus) imported into Ontario and Quebec.

YEAR.	Value of Books entered at Ports in the Province of Quebec.	Value of Books entered at Ports in the Province of Ontario.	Total value of Books imported into the two Provinces.	Proportion imported for the Education Department of Ontario.
1850.....	\$101,880	\$141,700	\$243,580	\$84
1851.....	120,700	171,732	292,432	3,296
1852.....	141,176	159,268	300,444	1,288
1853.....	158,700	254,280	412,980	22,764
1854.....	171,452	307,808	479,260	44,060
1855.....	194,356	338,792	533,148	25,624
1856.....	208,636	427,992	636,628	10,208
1857.....	224,400	309,172	533,572	16,028
1858.....	171,255	191,942	363,197	10,692
1859.....	139,057	184,304	323,361	5,308
1860.....	155,604	252,504	408,108	8,846
1861.....	185,612	344,621	530,233	7,782
1862.....	183,987	249,234	433,221	7,800
1863.....	184,652	276,673	461,325	4,085
½ of 1864.....	93,308	127,233	220,541	4,668
1864-5.....	189,386	200,304	389,690	9,522
1865-6.....	222,559	247,749	470,308	14,749
1866-7.....	233,837	273,615	507,452	20,743
1867-8.....	*224,582	*254,048	478,630	12,374
1868-9.....	278,914	373,758	652,672	11,874
1869-1870.....	220,371	351,171	571,542	13,019

XIV.—TABLE O.—SUPERANNUATED AND WORN-OUT TEACHERS OF PUBLIC SCHOOLS.†

1. This table shows the age and service of each pensioner, and the amount which he receives. The system, according to which aid is given to worn-out Public School teachers, is as follows:—In 1853 the Legislature appropriated \$2,000, which it afterwards increased to \$4,000 per annum, in aid of superannuated or worn-out Public School teachers. The allowance cannot exceed \$6 annually for each year the recipient has taught school in Ontario. Each recipient must pay a subscription to the Fund of \$4 for the current year, and \$5 for each year since 1854, if he has not paid his \$4 any year; nor can any teacher share in the fund unless he pays annually at that rate, commencing at the time of his beginning to teach, or with 1854 (when the system was established) if he began to teach before that time. When a teacher omits his annual subscription, he must pay at the rate of \$5 for that year in order to be entitled to share in the fund when worn out. When the fund is not sufficient (as it never has been since the first year of its administration) to pay each pensioner the full amount permitted by law, it is then divided among the claimants according to the number of years each one has taught. To secure equality, each claimant is paid in full the first year, less the amount of his subscriptions required by law to be paid.

2. It appears from the Table that 256 have been admitted to receive aid, of whom 125 have died, have not been heard from, or have resumed teaching, or have withdrawn from the fund before or during the year 1870, the amount of their subscriptions having been returned to them.

3. The average age of each pensioner in 1870 was 68 years; the average length of time of service in Ontario was 21 years. No time is allowed applicants except that which has been spent in teaching a Public School in Ontario; though their having taught School many years in England, Ireland, Scotland, or the British Provinces, has induced

* Estimate. † NOTE.—I have fully discussed the provisions of the new law on this subject in a subsequent part of my report.

the Council, in some instances, to admit applicants to the list of worn-out Public School teachers after teaching only a few years in this Province, which would not have been done had the candidate taught, altogether, only a few years of his life.

4. My report in former years contained the names of the parties on whose testimony the application in regard to each case was granted, together with the county of each pensioner's residence. That part of the table has been omitted in my last reports to save the expense of printing, though the record is preserved in the Department for reference, if occasion require.

XV.—TABLE P.—EDUCATIONAL SUMMARY FOR 1870.

This table exhibits, in a single page, the number of Educational Institutions of every kind, as far as I have been able to obtain returns, the number of students and pupils attending them, and the amount expended in their support. The whole number of these institutions in 1870 was 4,970—increase, 47; the whole number of students and pupils attending them was 459,161—increase, 11,001; the total amount expended for all educational purposes was \$2,173,711—increase, \$113,927. The total amount *available* for educational purposes was \$2,414,056—increase, \$140,152.

XVI.—TABLE Q.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN ONTARIO, FROM 1842 TO 1869 INCLUSIVE.

It is only by comparing the number and character of Educational Institutions at different periods, the number of pupils attending them, and the sums of money provided and expended for their support, that we can form a correct idea of the educational progress of a country. The statistics for such comparisons should be kept constantly before the public mind to prevent erroneous and injurious impressions, and to animate to efforts of further and higher advancement.

Congratulations have often been expressed at the great improvements which have been made in all our institutions of education, in regard both to the subjects and methods of teaching, as in the accommodations and facilities of instruction; also in the number of our Educational Institutions, in attendance upon them, and in the provision for their support. But it is only by analyzing and comparing the statistics contained in Table Q, that a correct and full impression can be formed of what has been accomplished educationally in Ontario during the last twenty years. Take a few items as examples. From 1848 to 1870 the number of Public Schools has been increased from 2,800 to 4,403, and the number of pupils attending them from 130,739 to 421,866. The amount provided for the support of Public Schools has been increased since 1848 from \$344,276 to \$1,222,681, besides the amount provided for the purchase, erection, repairs of school-houses, etc., of which there are no reports earlier than 1850, but which at that time amounted to only \$56,756, but which in 1870 amounted to \$489,380—making the aggregate for Public School purposes in 1870 \$1,712,061. Then the number of free schools since 1850 has increased from 252 to 4,244; to which are to be added the Normal and Model Schools, the system of uniform text-books, maps, globes, apparatus (of domestic manufacture), prize books and public libraries.

XVII. THE EDUCATIONAL MUSEUM.

Nothing is more important than that an establishment designed especially to be the institution of the people at large—to provide for them teachers, apparatus, libraries, and every possible agency of instruction—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the schools have been established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of students and pupils, and for the useful entertainment of numerous visitors from various parts of the country, as well as

many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what has been done by the Imperial Government as part of the system of popular education—regarding the indirect as scarcely secondary to the direct means of forming the taste and character of the people.

It consists of a collection of school apparatus for Public and High Schools, of models of agricultural and other implements, of specimens of the natural history of the country, casts of antique and modern statues and busts, &c., selected from the principal museums in Europe, including the busts of several of the most celebrated characters in English and French history; also, copies of some of the works of the great masters in Dutch, Flemish, Spanish, and especially of the Italian schools of painting. These objects of art are labelled for the information of those who are not familiar with the originals, but a descriptive historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated that “the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;” and the opinion is at the same time strongly expressed that as “people of taste going to Italy constantly bring home beautiful copies of beautiful originals,” it is desired, even in England, that those who have not the opportunity or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the works of Raffaele and other great masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction is in part the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Ontario Educational Grants, for the purpose of improving school architecture and appliances, and to promote art, science and literature, by the means of models, objects and publications, collected in a Museum connected with the Department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty’s Privy Council of Education, appears, from successive reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds in drawing, painting, modelling, &c.

A large portion of the contents of our museum has been procured with a view to the School of Art, which has not yet been established, though the preparations for it are completed. But the Museum has been found a valuable auxiliary to the schools; the number of visitors from all parts of the country, as well as from abroad, has greatly increased during the year, though considerable before; many have repeated their visits again and again; and I believe the influence of the Museum quite corresponds with what is said of that of the Educational Museum of London.

The means employed for improving the Museum during the last two years were detailed in my last Annual Report; and the additions, made at a comparatively small expense, are of great variety and value.

XVIII.—REPORT OF THE INSPECTOR OF GRAMMAR (NOW HIGH) SCHOOLS.

I beg to direct special attention to the practical and excellent Report of the Inspector of Grammar (now High) Schools, which will be found in Appendix A. The Report of the Inspector (the Rev. J. G. D. Mackenzie, M. A.) this year, as in former years, is alike kind and faithful, and is replete with practical remarks and suggestions; it points out clearly the defects of many, both High and Public Schools, and shows clearly in the interests of higher English, as well as of sound classical education, the necessity of the revision of the system, as contemplated by the principal provisions of the High School Bill, which were adopted this year by the Legislative Assembly. I am glad that, under the new Act, the principle of apportioning the High School Fund, according to *results* of teaching, and not merely according to numbers, will be carried out.

XIX.—EXTRACTS FROM REPORTS OF LOCAL SUPERINTENDENTS OF COMMON SCHOOLS.

In most school reports both in Great Britain and the neighbouring States, a large space is devoted to extracts from local reports, as illustrating the practical working of the system, the inner and practical life of the people in their social relations and development

—the intelligent and noble struggles of some new settlements to educate their children, and the shameful negligence of some old settlements in regard to the education of their children.

Character of these Reports.—It was thought desirable this year, with a view to save expense, to omit most of the usual extracts from the reports of Local Superintendents of townships, cities, towns, and incorporated villages. But the extracts, among other things above noticed, establish the following facts :—

1. *Apathy and Selfishness a cause of Backwardness.*—That the inefficiency and stationary condition of the schools in many places does not arise from any complained of defects in the School Law or system, but in most instances from the apathy and misguided selfishness of the parties concerned—in a few instances from the newness and poverty of the settlements.

2. *Spirit and Enterprise of Old and New Townships contrasted.*—That, on the contrary, the gratifying advancement of the schools in other places does not depend upon the age or wealth of the settlement, but upon the spirit of the people. Some of the oldest settlements of the Province in the River and Lake Townships of the County of Welland, and on the River St. Lawrence, are far behind the greater part of the newer townships.

3. *Eastern and Western parts of Ontario compared.*—That, as a general rule, the Eastern section of Ontario, East of Kingston—the County of Lanark excepted—are far less advanced and far less progressive than the Western part of the Province, except some old townships on the Rivers Niagara and Detroit, and on Lake Erie. This will be strikingly seen on reference to the library map published in my report of a previous year.

4. *Best Teachers the Cheapest.*—That the best made shoes, and waggons, and fences, and farm tools are the most serviceable and cheapest in the long run, so the best teachers, and school-houses and furniture, are by far the cheapest, as well as the most profitable for all parties and all the interests of education and knowledge.

5. *Evils of the “Cheap” Teachers.*—That the most serious obstacles to the education of children in many parts of the country are bad school-house accommodation, and the employment of incompetent and miscalled “cheap” teachers ; the only remedy for which is requiring proper school-house accommodation, doing away with the lowest class of teachers, and prescribing a minimum teacher’s salary which will secure the employment and continuance in the profession of competent teachers. This is what the country, as a whole, owes to itself, as well as to the helpless and injured youthful members of it.

6. *Competitive Examinations and Prizes.*—That competitive examinations of schools, and the distribution of prizes to reward and encourage *punctuality, good conduct, diligence and perfect recitations* of pupils, form a powerful element for improving the schools, and animating teachers and pupils to exertion. In all the local reports, there is scarcely a dissenting voice as to the salutary influence of distributing prizes as an encouragement and reward to meritorious pupils in the schools. The two or three instances in which a doubt as to their beneficial influence has been expressed, have been where the prizes have been distributed in an exceptional manner—by the teacher alone, or upon the single ground of cleverness or success at final examinations, and not embracing rewards also for *punctuality, good conduct, diligence* (as suggested and provided for by the four classes of merit cards), as well as for perfect recitations. The testimony is unanimous and unqualified as to the very beneficial influence upon teachers and pupils of competitive examinations among the pupils of the several schools of a township. The two-fold objection heretofore urged in a few instances is now seldom repeated, namely, that the distribution of prizes is not an appeal to the high motives of *duty*, but to the lower motive of selfishness, as if the Bible does not from beginning to end urge the motive of reward as well as of duty upon human beings of all ranks and ages ; and, secondly, that of discriminating between pupils and rewarding the meritorious excites jealousy and hatred in the minds of the undistinguished and unrewarded—an objection according to the principle of which, punctual, well conducted, diligent and successful men in life ought not to be rewarded by any respect or notice, or increase of wealth, over the negligent, lazy and worthless, lest the latter should envy the former ! Whereas the principle of Providence as well as of Revelation is, that the hand of the diligent maketh rich, while idleness tendeth to poverty, and that every man—in childhood as well as in manhood—shall be rewarded according to his works.

XX.—GENERAL REMARKS ON THE SCHOOL LAW IMPROVEMENT ACT OF 1871.

PRELIMINARY OBSERVATIONS.

So many and important have been the changes recently made in the law affecting our System of Public Instruction, that it may be well, as a preliminary to a discussion of those changes, briefly to refer to a few facts relating to the history and progress of our School System.

In 1844, when I had the honour to take charge of the Education Department, our municipal system (on which our then elementary School Law was engrafted), was in its infancy. The principle of local self government was new, and much opposition was experienced in giving effect to the School Law then in operation. The theory of local taxation for the support of schools was in some places vigorously opposed, and in others regarded as a doubtful experiment. Even as late as 1850, some municipalities refused to accept the improved law enacted that year, or act under its provisions, and thus deprived their constituents of the great boon of popular education. It is only six years since the last disability, caused by such refusal, was removed,—thus uniting the entire Province in a cordial acceptance of the School Law.

The following brief statistical references will illustrate the growth and prosperity of our School System :—

In 1844, there were but 2,610 Public Schools, in 1870, there were 4,566. In that year, (1844), the school population was 183,539—of which 96,756 children attended the Public Schools, while 86,783 (or nearly as many more) were reported as not in attendance at any school whatever.

In 1870, the school population was 483,966—of which 420,488 children were in attendance in our schools, and 63,478 reported as not in attendance—not one-seventh, instead of nearly one-half of the children of School age, as in 1844. In 1844, the whole sum available for the support of the Public Schools was about \$280,000—of which, approximately, \$190,000 were raised by local taxation.* In 1870, the whole sum available for Public Schools was \$1,712,060—of which \$1,336,383 were raised by local taxation and fees—an increase of more than seven hundred per cent over 1844!

Such are the three main facts illustrative of the progress of our Public School System during the last quarter of a century. Those who are familiar with our educational history during that period will remember the fierce opposition which some of what are now regarded as the essential features of our School Law encountered; but yet, under the Divine blessing, our schools and School System have, nevertheless, so steadily progressed and prospered, that there are few Canadians who do not now refer with unmixed pride and satisfaction to the vastly improved condition of our Public Schools under the operation of the present law, as revised in 1850.† On no one point have we greater cause for thankfulness and congratulation, than in the fact of the unanimity and cordiality with which our School System is supported by all classes of the community, by men of all shades of political feeling, and, with a single exception (and that in part only), of all religions persuasions in the Province.

OBJECTIONS TO IMPROVE OUR SCHOOL SYSTEM ANSWERED.

It is a singular and gratifying (yet in some respect it has proved an embarrassing) fact that the chief difficulty experienced in promoting the improvement of our School System has arisen from the somewhat over-sensitiveness of the friends of our Schools, lest the proposed changes should disturb the foundations of a system which they had learned to regard with so much favour and affection. This solicitude arose partly from a mistaken

* NOTE.—In 1850, (the first year in which we have positive information on this subject), we find that the total sum expended in this Province for public elementary education, was \$410,472; of which \$326,472 were raised by local rates and fees.

† NOTE.—No one is more sensible than I am of the numerous defects of our School system, and for this reason I have laboured all the more assiduously to have these defects removed by our recent School Legislation. As I have stated further on, I have even had to combat the views of those friends of the system who had thought that it was not susceptible of much improvement.

view of the condition and necessities of our system, and partly from a misapprehension of the scope and objects of the proposed ameliorations in our School Law. It will be my aim, however, in the following remarks to justify and illustrate the principles and policy involved in the recent important changes which have been made in our School Law.

I would, in the first place, remark that were we, in making improvements in our School System, to confine our observation and experience to our own Province alone, we might be disposed to look with complacency upon that system, and to rest satisfied with the progress which we have already made. The effect of such a state of feeling would be that we would seek to profit little by the educational experience and advancement of other countries. But such a short-sighted and unpatriotic course, though approved by some on the principle of "let well-alone," yet would not commend itself to the maturer judgment of those who are accustomed to look at the "stern logic of facts," and to take a comprehensive and practical view of the underlying causes of the social progress in other countries.

We are a young country, placed in close proximity to a large and wonderfully progressive people. In the good providence of God, we are permitted to construct on the broad and deep foundations of British liberty, the corner stone of a new nationality, leaving to those who come after us to raise the stately edifice itself. Apart from the the vital Christianity of our people, what more lasting bond and cement of society in that new nationality, than a free and comprehensive system of Christian education for the youth of the land, such as we have sought to establish? Our aim should, therefore, be to make that system commensurate with the wants of our people, in harmony with the progressive spirit of the times, and comprehensive enough to embrace the various branches of human knowledge which are now continually being called into requisition in the daily life of the farmer, the artizan, and the man of business. In no department of social and national progress have our neighbours made greater advances, or prided themselves more justly, than in that of free popular education. On the other hand, in no feature of progress under British institutions up to a late period has there been less satisfaction, as a whole, or less positive advancement than in that of public education. By many of our neighbours on the other side of the lines, such inertness and non-appreciation of a vital part of national life has been regarded as inherent in monarchical institutions. The fact, however, has been overlooked that the lingering effects of the long prevalence in Britain of the feudal theory, on which her social and political institutions were originally founded, has, in spite of various ameliorations in the condition of her people, exercised a sure but silent influence against the earlier adoption of the principle of the free and universal education of the people. But so surely and certainly has this latent feeling of opposition to popular education given way before the prevalence of more enlightened views, that, even in the most monarchical countries of Europe, the desire felt and the efforts put forth for the diffusion of public education in all its comprehensiveness and fulness have been remarkable. Nevertheless, even among ourselves, that principle of latent opposition to popular education did exist in the earlier stages of our educational history. Its gradual removal, therefore, under the beneficent operation of our School Laws, and the prevalence of juster and more patriotic views in matter of education are subjects of sincere congratulation to our people.

ILLUSTRATIONS OF EDUCATIONAL PROGRESS IN OTHER COUNTRIES.

It will be my object briefly to refer to the educational progress of other countries, so far as they illustrate the necessity for improvements in our own laws, and then in the light of such facts and references, discuss the recent improvements and amelioration which have been made in our own School System.

THE EDUCATIONAL SYSTEM OF PRUSSIA.

As one of the incidents of our educational history, it will be remembered how vehemently the so called "Prussian despotism" of certain features of our School System of twenty years ago was denounced by an influential section of the press. Yet the facts of our subsequent experience have shown how utterly futile were these objections; and so it will be in regard to those portions of our new law which have lately been equally the

objects of similar opposition and misrepresentation. Even in regard to the very Prussian system of education, so strongly objected to at one time in this Province, the history of Prussia during the last few years has demonstrated how sagacious and wise were those provisions of her school law which were professedly regarded as the most objectionable. In the recent report (1868) of the third and latest of Her Majesty's Commissions, appointed to complete the educational enquiry, instituted years before, we have the following "Estimate of the Prussian System of Schools."

"When we view it as a whole, the Prussian system appears to be at once the most complete and the most perfectly adapted to its people of all that now exist. It is not wanting in the highest cultivation like the American, nor in dealing with the mass of the middle classes like our own; nor does it run any risk of sacrificing everything else to intellectual proficiency like the French. It is somewhat more bureaucratic in its form than would work well in England, but it is emphatically not a mere centralized system in which the government is everything. In France the central government is undeniably distinct from the people; supported by the people no doubt, and obeyed by them, but distinct from them. *But in Prussia the Education Department is simply the instrument which the people use to procure the fulfilment of their own desires.* The Prussians believe in culture, and, whoever may have originally created the educational machinery, that machinery has now been appropriated by the people themselves. They are proud of their schools, and will not allow the Government 'to sacrifice them to any other interests, and however greatly political considerations may be paramount in other departments of administration, in this they are not.' The result is an unrivalled body of teachers, schools meeting every possible need of every class, and a highly cultivated people."

Every enlightened country in Europe is at this moment disposed to learn lessons of educational wisdom from Prussia. England has not failed within the last year or two to profit largely by her experience; and even Austria herself, which Prussia humbled in the dust, has hastened to adapt to her own circumstances and, within a year or two, has put in force a comprehensive system of education, founded on that of her rival and conqueror.

THE NEW SCHOOL LAW OF AUSTRIA.

It has been said that the Prussian Common School fought and won the decisive battle of Sadowa; that while the physique of the flower of Austria's troops which fell in that memorable battle was superior to that of the Prussians, yet their skill and intelligence was greatly inferior. And, although, in the unparalleled success of the Germans in France, the same disparity on either side may not have been so marked, yet in the ample preparation, the perfectness of detail, the wonderful skill and intelligent resource of the Prussians in every emergency, they excited the wonder and astonishment of both Europe and America.* And while England has promptly sought to profit by the military experience of Prussia, and recently on the plains of Hampshire has sought to demonstrate the falsity of the alleged facts and theory of the apocryphal "Battle of Dorking," Austria has set herself carefully to study the latent causes of the vast intelligent superiority of her late foe and rival. Within the last year or two she has enacted a most comprehensive School Law, a summary of which is thus given in the last Report of the United States Commissioner of Education for 1870, as follows:—

"One of the greatest benefits yet conferred upon the working classes of Austria is

* NOTE.—This point is very forcibly put by Dr. Lyon Playfair, in his address as President of the Education Section of the Social Science Congress of 1870. He says:

"Prussia has lately shown what education can achieve in the union and advancement of a people. Even in the least productive of arts—that of war—see how she is served by the universal education of the soldiers. In England, the conception of a soldier is that of a mere obedient tool in the hands of an Officer; the Prussian conception is that a soldier should not only be obedient, but also self intelligent. *Trusting to this intelligence, maps of the invaded district were distributed among the privates who have the main Geographical features thoroughly explained to them, so that every private can co-operate intelligently with his General.* In the present war we have been startled to hear of large bodies of French soldiers cut off by losing their way in their own country. *No German losses from such ignorance are recorded.* In fact, two countries in these days are not fairly matched in war, whatever may be the personal valour of their inhabitants, when one, like France, has 28 per cent. (more than one fourth) of her soldiers unable to read and write, while the other, like Germany, has not 3 per cent. Knowledge is as important as valour in modern combats."

“the general School Bill of the 14th of May, 1869, which renders national education compulsory, and greatly elevates the standard of it. In accordance with this law, compulsory attendance at school begins with every child at the age of six, and is continued uninterruptedly to the age of fourteen. But even then (that is to say at the end of his fourteenth year), the child is only allowed to leave school on production of certified proof that he has thoroughly acquired the full amount of information which this great law fixes as the *sine qua non* minimum of education for every Austrian citizen. The prescribed educational course comprises reading, writing and arithmetic; a sound knowledge of the native language, history, and chiefly, though not exclusively, that of the native country, embracing the political constitution and general social structure of it; geography in the same sense, all the more important branches of physical science, geometry, geometrical drawing, &c., singing, athletic exercises. Children employed in the large factories, or prevented by special circumstances from attending the communal school, may complete or continue their education at any special school supported by their employer, and the employers are authorized to found schools for that purpose. But it is a *sine qua non* condition that all such schools shall provide the full amount and quality of education required by law, and otherwise fulfil all the obligations prescribed by the general School Bill, which subjects every school, whether private or public, to the inspection of the State. In places where a special trade school exists, the employer is bound to send his apprentices to it. In addition to the subjects of instruction above enumerated, every child is simultaneously provided with religious instruction in the creed to which he or she is born. The local ecclesiastical authorities or notables of the church or religious community to which each child belongs are entitled, and indeed bound, by law to provide competent teachers for this purpose. The free selection of the teachers is left entirely to these religious bodies, subject only to the certified proofs which the State exacts of the teacher's proficiency and general character. It is only in the event of the local religious communities declining to avail themselves of the privilege allotted to them by the law, that the State steps in and undertakes the duty which they refuse to discharge. But this religious instruction, which is altogether denominational and on a footing of impartial equality for all religious sects, is kept by the State carefully apart from the secular education, which is, in every case, obligatory, and which it is in no case allowed to interfere with or attempt to control. Nor are any private schools tolerated by the government which do not efficiently provide the prescribed amount of secular instruction; although, so long as this condition be fulfilled, the law imposes no limit to the foundation of private educational establishments. Such is the education now provided in Austria for every child of the working classes.”

THE FRENCH SYSTEM OF EDUCATION.

The English Commissioners, already quoted, say :—

“The French system, as judged from an English point of view, appears to have the merit of being a perfect piece of machinery for the cultivation of the intellect. On the moral side it seems to be weak, and there are some appearances of its having a deficiency just like our own, namely, in the education put within the reach of the superior artisans and smaller shopkeepers. The Schools are of two chief grades—first, the Primary; secondly, the Colleges Communaux and Lycees. In arithmetic, mathematics, and natural science in the French Schools, we are much inferior. They know their own literature better than our boys know ours. The real advantage which they have is, that, though their classical culture is not carried so far, the boys are more generally brought up to the mark in all their studies. There are two main reasons for this: the careful preparation of their teachers for their profession, and the system of supervision. Nothing can exceed the care with which the teachers are fitted for their work. The best come from the great Normal School at Paris. This School, at which board, lodging, and instruction are all free, is filled from the Lycees by competition among all those who wish to enter the profession. The very élite of the students being thus got together, are taught by the best professors in France, with a perpetual view to their becoming teachers. Finally, no one, either from this School or any other, is placed on the staff of a Public

"School without having passed a very strict examination in the precise subjects which he is to teach, and having given a lesson, as if to a class, as a part of that examination. Still further to secure the perfection of the machinery, the lessons in the schools given by these teachers, who are called professors, all precisely follow a given curriculum. Every lesson of every hour throughout all the schools, is prescribed by the central government ; and the professors prepared to do a definite task are kept to that task, and no other. Further, they are set free from every duty but that of giving the lessons. The moral training and the discipline of all the scholars, and the domestic management of the boarders, are entrusted to different officers,—the Proviseur, the Censeur, and the Econôme. They have not even the task of seeing that their pupils learn their lessons. This is entrusted to an inferior set of men—the *maîtres d'étude*. The management is in the hands of the Minister of Public Instruction, whose power regulates even the minutest details. He is assisted by an Imperial Council of Public Instruction, containing some of the most eminent literary and scientific men of France ; and by 18 Academic Councils, corresponding to the 18 Academies which divide France between them for the purposes of professional instruction. Every important school is annually inspected and reported on ; all the scholars annually examined."

THE SWISS SYSTEM OF EDUCATION.

The Canton of Zurich may be taken as the representative of Switzerland, as Prussia is the representative of Germany. "This Canton" (says the Report of Her Majesty's Commissioners, just quoted,) "shows its zeal for education by devoting nearly one-third of the whole public expenditure to that object, whilst there are also considerable endowments, and the parents pay fees besides. The system begins with the Communal School, which takes the child at six, and keeps him till he has completed his twelfth year. To this school every parent is compelled to send his children, under penalty of a fine, or to satisfy the school authorities that they are getting as good an education elsewhere. And even those who have their children educated elsewhere must still pay the school fee, just as if the children attended the school. As the schools are really good, few go elsewhere, and one finds all classes of society mixed in them. When a child has passed through the Communal School, the parent is still compelled to keep him under instruction for three years more, either in the Public Schools, or (as before) under equally good tuition. The Public Schools to which he may be sent, and among which the parent has the choice, are of five different kinds. The lowest is the Singing School (*Singschule*), which requires him to keep up his knowledge of church music and singing by one hour's practice in the week, and to attend the religious instruction of the pastor of the parish for one hour and a half. Next above this stands the finishing school (*Ergänzungsschule*), which is, in fact, a higher department of the Communal School, with eight hours of instruction a week, the eight being generally taken in two mornings. The fee is in both these schools the same, three francs a year, which may be raised to six by the local school authority. Next ranks the higher popular school, or, as it is also called, the secondary school, corresponding to what we should call a school of the third grade. Here the studies are the same as those of the Communal Schools, only that each branch is carried further, and that French is added ; the instruction extends over 28 hours a week. In each of these three kinds of school, the course lasts for three years, and at the end of that time, the scholar being fifteen, is no longer required to be under instruction. The fee in the secondary school is 24 francs a year, but the school is bound to take one scholar in eight as a free scholar. The two remaining schools are—the School of Industry, with a course of five years and a half, and the Gymnasium, with a course of six years and a half. Each has a lower and a higher division. The School of Industry corresponds with the Prussian *Realschule*, but it has no Latin at all. The subjects of instruction in the lower division are religious knowledge, the mother tongue, history, geography, natural philosophy, arithmetic and mathematics, free hand and geometrical drawing, singing, gymnastics, and military exercises. The course lasts three years. In the upper division, English and Italian are a part of the regular programme. But there is no longer one course obligatory on all ; there are three distinct courses, the mechanical, the chemical, and that intended to prepare for business. The Education Council

"urges the masters not to let the school be turned into a place for mere professional study" but this organization gives a bias which it is hard to resist. The course lasts two years and a half. In the lower School of Industry the fee is 30 francs a year, in the higher 60. The Gymnasium is, in all important respects, formed on the same model as the Prussian, except that whereas in Prussia the common primary school is not regarded as the proper preparation for the Gymnasium; in Zurich it is, and the studies are so adjusted that a boy passes naturally from one to the other. The instruction of the Gymnasium is still, however, classical, and the passage to the University lies through it. But Greek is not generally obligatory, and the composition is reduced to a translation into Latin or Greek once a week, and this translation is little more than a grammatical exercise. On the contrary, composition in French is carried as far as the essay, and much beyond composition in the classical languages. The fee in the lower Gymnasium is 30 francs a year, in the higher 48. The Gymnasium leads to the University,—the School of Industry to the Polytechnicum. The University is like other German Universities. The Polytechnicum (which, though situated in Zurich, is a national, and not a cantonal, institution) is a high school for training civil engineers, for teaching the applied sciences, and for training teachers of technical instruction. The fees are low; the staff of professors excellent; some of the most distinguished scientific men in Germany have been brought there by the Swiss Government. The work done for education in the Canton of Zurich, out of its own revenues, is summed up by Mr. Arnold in one sentence: 'A territory, with the population of Leicestershire, maintains a university, a veterinary school, a school of agriculture, two great classical schools, two great *real* schools, a normal school, for training primary and secondary teachers, fifty-seven secondary schools, and three hundred and sixty-five primary schools; and many of these are among the best of their kind in Europe.'

SCHOOLS AND THE SCHOOL LAW IN ENGLAND.

The passage of the new School Law for England forms a memorable era in her history, and marks one of those great social strides which nations, under strong pressure, sometimes take.* In this matter England has shown how strongly conservative have been her national instincts. As already indicated, the first report on which her recent school legislation was based was prepared by the last of a series of most influential Commissions which were appointed by Her Majesty, at successive periods, to enquire into the state of education in the various parts of England, Scotland, Ireland, the various countries on the continent of Europe, the United States and this Province. The reports of these Commissions would fill from sixty to eighty ordinary octavo volumes. They embrace a mass of facts elicited by questions, letters and circulars and a variety of detailed information from every source, which have thrown a flood of light on the state of Public Education in different countries, and which have proved of immense service not only in the school legislation of England, but elsewhere.† For an analysis of the English Act of 1870 we are indebted to information contained in the last report of the United States Commissioner of Education. He says:

"A great advance has been made in the system of Public Education in England during

* NOTE.—One of the most potent arguments so effectively used by the promoters of a speedy enactment of the New School Act of England, (which embodies both the "Free School" and "Compulsory" Principles) is thus stated by the Rev. Canon Kingsley, who had he says himself, for many years advocated the opposite opinion (of non compulsion).

"All I ask is—not that those who have studied National Education—but the general public, should keep in mind this broad, ugly, dangerous, disgraceful fact: There are now *** about one million, three hundred and eighty thousand children in this Kingdom who ought to be attending some Elementary School or other, but who are not; 1,380,000 children growing up in ignorance in a country which calls itself civilized, but which will be called by a very different epithet some 200 years hence unless she mends her ways right speedily."

The Revd. H. G. de Bunsen shows that out of 2,700,000 children in England which should attend the Elementary Schools, only 1,250,000 actually do so, leaving 1,450,000 or more than half the school population destitute of any kind of School Education!

† This is felt and acknowledged in the United States, and the publication of some valuable information in regard to education in Sweden and Norway, obtained through the United States legations, is urged in a letter to the Commissioner of Education at Washington as affording an opportunity of sending such a report to the English people in return for similar favours from them.

"the past year, one which gives promise that before long the proud boast of America—that education is offered as a free gift by the State to the child of every citizen—will also be that of the Mother country. The preliminary step was taken in 1869, when the Government took upon itself the supervision of the Endowed Schools of the kingdom. These Endowed Schools, many of them of great antiquity, were founded by benevolent people, generally for specific purposes. In many cases the value of the foundation has greatly increased, owing to the rise of real estate; and also abuses have sprung up, to correct which, and to render available for general educational purposes, so far as may be practicable, those moneys devoted to education, was the object of the Bill. A few of the larger Schools, such as Eton, Harrow, Rugby, which have been notably well managed, were excepted from the provisions of the law. With these express exceptions, it includes all Endowed Schools.

THE NEW SCHOOL LAW FOR ENGLAND.*

"The central authority rests in the Council of Education, and the whole of England is cut up into certain districts for School purposes, which are under the charge of Inspectors. For instance, Yorkshire has two Inspectors, who go to every Elementary School and report upon each to the Vice-President of the Council of Education. If there is any improvement to suggest, that is done; or, if a teacher should be removed, that is reported and acted upon. If children pass a certain examination an extra grant is made to the School. There are certain standards from one to seven inclusive, and the higher the standard which a class reaches, the greater the grant from the Educational Fund for that School. The payment is dependent upon the *results*, and the teacher is therefore earnest in pushing on his work. In regard to truancy, they will, whenever we get the law well in working order, alter that word 'may' to 'shall.' Within one year provision has to be made for the education of every child in England and Wales; and this, it is anticipated, will require that the present number of School-houses shall be doubled. The School Boards are authorized to provide funds for those additional buildings, by issuing bonds running for thirty years at 4 per cent. The discussion in Parliament which resulted in the present Act, was long and earnest, and the advance indicated by this Bill, which is confined in its action to England and Wales, will be fully appreciated only by those who followed the course of the debate, or were familiar with the previous state of Public Education in Great Britain. The question of compulsory attendance was very earnestly discussed, and was finally left to separate School Boards, who have a certain discretionary power of enforcing attendance; but the advocates of compulsion do not propose to be content until its ultimate adoption. The question of religious education in Schools was also very warmly debated, and resulted, as will be seen in the following summary of the Act, in making them wholly unsectarian. The *object* of the *Law* is to secure the establishment in every School district of Public Schools sufficient for the elementary instruction of all the children resident therein whose education is not otherwise provided for. School districts are either municipal boroughs, or parishes included in them. An Elementary School, in the meaning of the Act, is a School in which elementary instruction is the principal part of the education given, and in which the ordinary payments of each scholar do not exceed nine pence a week. In estimating the educational requirements of any district, one-sixth of the total population are to be counted as of school age.† These, less the number in Schools charging more than nine pence a week, are they for whom the Public Schools must provide. In calculating the accommodation afforded by existing Schools, eight square feet of flooring is to be allowed for each child.

* NOTE.—The first educational effort put forth in England was private. In 1808 the "British and Foreign School Society" was established. The Church of England "National Society" was formed in 1811; the "Home and Colonial School Society" followed in 1836; the "Wesleyan Education Committee" was formed in 1840; the "Congregational Board of Education" in 1842; the "London Ragged School Union" in 1844; the "Catholic Poor School Committee" in 1847; and the "Church Education Society" in 1853. The first move made by the Government in favour of education was in 1832. In 1839 and 1846 it further extended its operations, and has continued to do so until it has at last absorbed the whole work into its own hands.

† This is a very low estimate. In this Province the proportion is one-fourth. This is also the estimate elsewhere.

“Definition of the Public School.—To be considered a Public School, every Elementary School must be conducted in accordance with the following regulations, a copy of which must be conspicuously posted in the School-room :—1. It shall not be required as a condition of any child being admitted into or continuing in the School, that he shall attend or abstain from attending any Sunday School or any place of religious worship, or that he shall attend any religious observance or any instruction in religious subjects in the School or elsewhere, from which observance or instruction he may be withdrawn by his parent, or that he shall, if withdrawn by his parent, attend the School on any day exclusively set apart for religious observance by the religious body to which his parent belongs. 2. The time or times during which any religious observance is practised, or instruction in religious subjects is given at any meeting of the School, shall be either at the beginning or at the end of each meeting, and shall be inserted in the time-table to be approved by the Education Department, and to be kept prominently and conspicuously affixed in every School-room. And any scholar may be withdrawn by his parent from such observance or instruction without forfeiting any of the other benefits of the School. 3. The School shall be open at all times to the inspection of any of Her Majesty’s Inspectors. So, however, that it shall be no part of the duties of such Inspectors to enquire into any instruction in religious subjects given in such School, or to examine any scholar therein in religious knowledge, or in any religious subject or book. 4. The School shall be conducted in accordance with the conditions required to be fulfilled by an Elementary School in order to obtain an annual Parliamentary grant. The word ‘parent,’ as used in these regulations, is defined as signifying any parent, guardian, or other person, having legal authority over the child.

“School Accommodation.—Full returns of existing school accommodations, in each district are to be made by proper authorities (as hereinafter explained) to the Education Department, which will promptly decide whether any deficiency exists. In so doing, the department will take into consideration every school, whether a Public Elementary School or not, and whether actually situated in the school district or not, which in their opinion gives, or, when completed, will give, sufficient elementary education to, and is, or will be when completed, suitable for the children of the district. The Education Department will then publish their decisions, giving the number, size, and description of the Schools reported as available for the district, with the amount and description of the accommodations required. Any appeal against such decision must be made in writing to the Department within one month after its publication, either by rate-payers of the district (not less than ten in number, except when the smaller number represents at least one-third of the rateable value of the district) or by the managers of any Elementary School in the district. If such an appeal is made, the case must be settled by public enquiry. If no appeal is made, or if, after appeal, public enquiry has shown more accommodation to be necessary, final notice is to be issued by the Department, directing the required accommodation to be provided. If it is not supplied at the expiration of six months, or is not in the course of being supplied, a School Board must be formed to see that the work is done. If the School Board fail to comply with the requirement within twelve months, the Education Department must take the matter out of their hands and provide the needed school accommodations independent of the local authorities. School Boards may be formed without such preliminary enquiry or notice, where application is made to the Education Department by the persons who would elect the School Board, or where the Department are satisfied that the managers of any Elementary School in the district are unable or unwilling to maintain such school, and that its discontinuance would occasion a deficiency of accommodation.

“Management of Schools.—Every School-board School must be a Public Elementary School as defined above, and no religious catechism or religious formula, distinctive of any particular denomination, shall be taught in the School. The School Board may delegate any of their powers except that of raising money. They may delegate the management of any School provided by them, with or without restrictions, to not less than three managers, and may remove such managers or alter the conditions as they may see fit. Any manager so appointed may resign on giving notice to the Board. Any School Board that fails to enforce the prescribed regulations will be con-

"sidered in default, and the Department will act accordingly. In any dispute the decision of the Department is to be final. The fees to be paid by children attending School-board Schools are to be fixed with the concurrence of the Department. The School Board may remit the fees of any child of poor parents for a renewable period of not less than six months, the remitted fees not to be deemed parochial relief. The School Boards must maintain the efficiency of School-board Schools, and provide additional accommodations when necessary. Schools can be discontinued, or their sites changed, only with the concurrence of the Department. If School Boards fail at any time to increase accommodations when needed, the Department must interfere. School Boards are further empowered to provide necessary apparatus, and to make compulsory purchase of School sites. The managers of any Elementary School may transfer their School to the district School Board with the consent of the Department together with that of two-thirds of the annual subscribers to the School. Objection to such an arrangement must be made within six months from the date of the transfer. When the School fees of any child of poor parentage are paid by the School Board, the parent has the right of selecting the School to which the child shall go. School Boards may establish free Schools, with the consent of the Department, and also contribute to, or establish Industrial Schools. All *School Expenses* are to be paid out of the School Fund, which fund is to be made up of fees, parliamentary grants, loans, and any other moneys received by the Board. Any deficiency in the School Fund is to be paid by the rating authorities out of the local rates. In united districts, the School Boards will apportion the amount required among the constituent districts in proportion to the rateable value of each, to be paid by the rating authorities on each. If these authorities fail to pay the required amount, or if the money is to be raised from any place which is part of a parish, the School Board may appoint officers to take the place of the rating authority of such place. School Boards are permitted to borrow money, with the consent of the Department, on the security of the School Fund, for the purpose of providing or enlarging their School-house.

"*Compulsory Attendance.*—School Boards may, with the approval of the Education Department, make by-laws requiring the attendance of all children between five and thirteen years of age, determining the time during which the children shall so attend (subject to the regulations above given), providing for the remission of the payment of the School fees of poor children, imposing penalties for the breach of the by-laws, and revoking or altering the by-laws. Children between ten and thirteen years of age may be exempted from such compulsory regulations upon certificate of proficiency from the School Inspectors; or on showing that they are otherwise sufficiently instructed, that they are sick or unavoidably prevented from attending; or that there is no Public Elementary School within the prescribed limit—three miles.

"*Parliamentary Grants.*—After March 31st, 1871, no parliamentary grant will be made to any Elementary School which is not a Public School as defined above. No application for building grants will be entertained after December 31st, 1870. After March 31st, 1871, no grant will be given in respect of any religious institution. No grant to any School in any year shall exceed the income of the School for that year from fees and voluntary contributions. Hereafter no School will be required to be connected with any religious denomination, or to give religious instruction as a condition of receiving aid from parliamentary grants. Voluntary Schools and School-board Schools are to be treated impartially. Additional parliamentary grants are to be made to exceptionably poor neighbourhoods. The annual grant may be refused to any School not previously in receipt of public aid if it is situated in a district having a School Board, and if in the judgment of the Education Department the School is not absolutely necessary."

THE SCOTCH SYSTEM OF EDUCATION.

Although it is proposed to introduce into Parliament at its next Session, a comprehensive School Law, (as in England) for Scotland, yet for the purposes of this Report, we quote the following passages from the report of Her Majesty's Commissioners, on the present system. They say :—

“The Scotch system appears to comprise three grades of institutions for education, “Parochial Schools, intended chiefly for primary instruction ; the Burgh Schools or “Academies, for secondary instruction ; and the Universities. The Parochial Schools, “which date from the Reformation, are closely connected with the Scotch Church, “so much so, that when the Free Church seceded from the Establishment, the “seceders proceeded to build new schools as well as new churches. The Schools are by “law under the control and supervision of the Presbyteries, though the buildings of each “school are maintained, and a minimum salary is paid to the master, by the heritors or “land-owners of the parish. The secondary schools are the Burgh Schools in the municipal “towns and the Academies. The Burgh Schools are maintained and controlled by the “municipal authorities, who appoint the masters, determine the subjects of instruction, “and fix the fees to be paid by the scholars. It is not easy to draw the line between “these schools and the Academies. Several Burgh Schools appear, after falling into disre- “pute, to have been revived and remodelled, and then called by this name. As a rule, “however, it seems that an Academy either has, or has at one time had, the support of a “body of subscribers, and is therefore in some degree a proprietary as well as a municipal “school. In these cases, as long as the subscribers have continued their support, they “have retained a share in the control. Some Academies, as for instance, that of “Edinburgh, are simply proprietary schools. Lastly, above the Burgh Schools and Acade- “mies stand the four Universities. The peculiarity of the relation between these various “institutions consists in this, that they compete with and overlap each other. The Pa- “rochial Schools often give what is really secondary instruction ; the Burgh Schools and “Academies often give primary ; and the Universities largely compete with the Burgh “Schools and Academies, and admit many to the professors’ lectures, who would more “naturally be still at school. Each institution in fact takes its own independent line “without regard to the others.” The Commissioners then proceed to describe each class of schools, and sum up with the following reference to the keen interest felt by Scotch parents in the education of their children : “Outside the schools there is a force at work, which “really supplies them with all their life and vigour, and this is the extraordinary interest “which the parents take in the progress of their boys. All the energy and all the interest “of the Scotch teacher would perhaps not produce more result than that which English “country Grammar Schools afford, were they not seconded by the anxious and intelligent “watchfulness of parents and patrons, and by the consequent eagerness and diligence of “children. ‘What place in the class to-day ?’ is generally found to be the first question “asked when a boy went home after school ; then would follow questions as to what he “had read ; whether such and such neighbour’s son was above or below him ; and if above “him, why so ; and whether if he worked a little harder, he could not manage to take him “down ; how he had gained or why he had lost a place ; who was *dux* ; and did he think “he had a chance of ever being *dux*, and so on ; every word shewing the keen interest the “parent feels in the son’s progress, and the importance which the whole family attach to “his success. In short, the schools are practically in the hands of the parents ; the parents “use the masters to educate their sons, but they themselves direct the education. The “responsibility, the expense, the guidance are all their own, and the result is that they “give their hearts to a task which in many respects none others can do so well.”

THE IRISH SYSTEM OF EDUCATION.

The main features of the Irish National System of Education are so well known, that it is not necessary to refer to them in detail. In 1870, the number of children on the rolls of the 6,800 National Schools was nearly *one million*, (998,999), while the average attendance was only 359,199, or a little more than one third ! The Government expenditure for the year was £431,265. £60,528 additional were paid from local sources for the salaries of teachers.

COMPARISON OF THE DIFFERENT EUROPEAN SYSTEMS.

In their report, Her Majesty’s Commissioners thus institute a comparison between the different Systems of Education quoted and their own, as follows :—

“The French, the Prussian and the Swiss systems owe the completeness of their success to the perfection of their machinery. There is no waste of power. The aim of the teacher is clear and distinct; the scholars know perfectly what to expect; the work is tested at every proper point; the higher education is not interfered with by the demands of the lower, as is perhaps the case in some degree in America; nor is the lower interfered with by the demands of the higher, as is certainly the case in England. The Scotch system does much, but it is impossible to put it by the side of the Prussian, or still more the Swiss, which it perhaps resembles in its general aim, without seeing how much it would gain by a co-ordination of the Schools with each other and with the Universities, and by a regular system of examinations. But even if Scotland and America can enforce success without much organization, simply because the problem of education in both countries is comparatively simple; it is impossible to expect the same result in a country like England, with so complex a society, with such a vast variety of needs, with old traditions of teaching already in existence, and of necessity exercising a powerful influence on all educational institutions new or old. The Schools are drawn in different directions by the demands of the Universities, by demands of the parents, by public opinion, by antiquated regulations; and since much of this medley cannot be destroyed, there is no remedy left but to reorganize it in such a way as to put what we have to the best use, and make room for more by the side of it.”

AMERICAN SYSTEMS OF EDUCATION.

The general principles on which the systems of Schools in the several American States are founded are known to the public. The details vary in each State, and we shall, therefore, only refer to them in illustration of the modifications recently made in our own law, where necessary. Within the last few years the United States Government has established a Bureau of Education at Washington, with a view to collect yearly information in regard to Education in the various States, and to stimulate Public Education, and to assimilate the School Laws throughout the Union. Since the war, the fixed policy of the American Government has been to make the entire Republic a homogeneous whole educationally, politically and socially.

NECESSITY FOR THE RECENT CHANGES IN THE SCHOOL LAW OF ONTARIO.

We will now proceed, in the light of the educational facts and illustrations which we have given from other countries, to discuss the recent improvements which have been effected in our own law.

In round numbers the population of this Province may be set down as nearing 2,000,000. The number of children of school age is 483,966, or about one-fourth of the whole. The number of Elementary Schools is not much below 5,000, and are maintained at an annual cost of nearly \$2,000,000, or one dollar per head of the population. Such being the magnitude to which our Educational System has grown, every man will feel how imperative it is upon us to see that that system is as thorough and complete in all of its details as possible; and that in no respect should it be allowed to fall below the standard now reached by the other educating countries to which we have referred.

So long as our system of Schools was in its infancy, and might be fairly regarded as yet an experiment, so long might we confine our efforts to mere elementary organization and be content with very moderate results. Experience has shown, however, that without great care and constant effort the tendency of all systems of education, and ours among the rest, is to a state of equilibrium, or to a uniform dead level of passable respectability. This is the stage in its history, as elsewhere, at which our system has arrived, and at which, as we have explained, many of its friends are disposed to leave it. But those who have carefully studied the subject in all its bearings, and have looked more closely into the educational history, the progress and failures of other countries, know full well that our School System would fall behind that of other countries and become stationary, unless it embodies within itself from time to time the true elements of progress, and provides fully and on a sufficient scale for the educational wants of the youth of the country.

These wants, as indicated elsewhere, involved provision being made, at this stage of our educational history for the following among other matters, viz. :—

- I. The establishment of a National System of Free Schools.
- II. Declaring the necessity for, as well as the right by law of, every child to attend School, thus recognizing the principle of "Compulsory Education."
- III. The fixing of a higher standard of qualification for Teachers.
- IV. Giving the profession of teaching a fixed legal status, and providing for the retirement and support by it of its worn-out members.
- V. Prescribing a more systematical and comprehensive, yet practical, course of study for each class of pupils in our Schools,—including the introduction of the new subjects of Agriculture, Commercial Instruction, Mechanics, Drawing, Vocal Music and Natural History into the course of study for the Schools.
- VI. Requiring that adequate School accommodation be provided by Trustees for all the children of school age in their localities.
- VII. Giving facilities for the establishment of Township Boards of Education.
- VIII. Authorizing the establishment of Industrial Schools.
- IX. Discriminating, by a clearly defined line in the course of study, between the Public and High Schools ; and prescribing a programme of studies for High Schools.
- X. Providing for the establishment of Collegiate Institutes or Local Colleges.
- XI. Declaring the duty of Municipalities to maintain High Schools equally with Public Schools, as part of the system.
- XII. New principle of "Payments by results" to High Schools.
- XIII. Providing for a more thorough and systematic inspection of Public and High Schools—thus recognizing the necessity for a more complete supervision of the entire system, and a harmony in its several parts.
- XIV. Miscellaneous Provisions : Pecuniary and Personal Responsibility of Trustees—Powers of Arbitrators—Appeals—Vacations, etc.

THE RECENT IMPORTANT CHANGES IN THE SCHOOL LAW OF ONTARIO.

Before entering into the immediate discussion of these improvements in our law, we quote, as a preliminary, the following striking remarks of the Rev. Charles Kingsley, (President of the Education Section of the Social Science Congress of England, in 1869,) on the inherent right of every child to education, and the duty of the parent and of the State in giving facilities for the enjoyment of that right.

As to the right of the child, and the duty of the parent, Mr. Kingsley says :—

"Let me tell you in a few words what principles I believe should never be lost sight of by those who wish to educate the nation. I hold, that whatever natural rights a human being brings into the world with him at his birth, one right he indubitably brings : namely—the right of education ; that is, to have his faculties and capabilities educed—brought out ; at least so far that he can see for himself something of what there is to be learned, and what there is to be done, in the world in which he must needs live ; and what of that he himself can learn and can do. I say he has a right to this. He was put into the world by no act of his own ; and he has a right to ask of those who brought him into the world, that he shall be taught how to live in it. Of course it follows that he has a right to demand education first from his own parents. They are responsible for him, not merely to the State, or to God ; they are responsible for him to himself. But if his parents will not, or cannot give him education—and that too many will not, who does not know ?—if parents, I say, will not, or cannot, educate, of whom is the child to demand his natural right ? I answer : *From the State* ; and if the child (as is the case) is unaware of its own right, and unable to demand it, it is the duty of all good citizens to demand it for him."

Further on, in discussing the duty of the State, Mr. Kingsley declares that :—

"The State has no right to compel the mass of citizens to receive among them every year a fresh crop of savages, to be a nuisance and a danger to the body politic. It has no right to demand that the physical life of the child shall be preserved, and yet to allow its far more important and valuable life—its intellectual and moral life—to be destroyed. Moreover, it has no right to delegate its own duties in the matter to any voluntary assoc-

" ciation, however venerable, earnest, able. The State, and the State alone, is responsible to the existing citizens for the training of those who are to become citizens. It alone ought to do the work ; and it alone can."

I.—THE SYSTEM OF FREE SCHOOLS.

Since 1850 it was left to the ratepayers in each school division to decide annually whether the Schools should be free, or partly supported by rate-bill on pupils attending the school. The principle, that a Public School education is the right of every child in the land, and that every man should contribute, according to his property, to the education of every child in the community, by whose influence and labours such property is protected and rendered valuable, had greatly obtained, so that Free Schools had increased from one hundred to five hundred per annum, until upwards of four thousand of the four thousand four hundred Public Schools were made free by actual experiments, and by the annual discussions and votes in these primary meetings of the people. The demand was very general for several years, that all the Public Schools should now be made free by law, and all local disputes on the subject be thus terminated. This has now been happily accomplished by the new law.

FREE SCHOOLS IN VARIOUS COUNTRIES.—EXAMPLES, ARGUMENTS AND ILLUSTRATIONS.

A system of Free Schools now exists in the States of Massachussets, Connecticut, New York, New Jersey, Michigan, Alabama, Missouri, Virginia, West Virginia, Indiana and Illinois. In this latter State, with a school population about double that of ours, the expenditure for Public Schools in 1868, was nearly seven millions of dollars (\$6,896,879)—a sum more than three times that of our expenditure for Public Schools. The Free School tax alone amounted to \$4,748,105, or nearly five millions of dollars, while (with a school population less than one-half that of Illinois) our entire expenditure for Public Schools, in 1870, was only \$1,712,060, or less than two millions of dollars. This noble example of Illinois is truly stated in the report to be "without a parallel in the whole history of Free Schools on this continent." In regard to the various States of the South, the United States Commissioner of Education in his report for 1870, says :—"It is gratifying to know that under the restoration policy of Congress the reorganized State Governments have adopted constitutions making obligatory the establishment and conduct of free public schools for all the children of school age." In Kentucky, a large majority of the people cast their votes in favour of Free Schools, but the legislature refused to concur with them. In Queensland, (Australia), a system of Free Schools has been lately established ; and in England County Boards are authorized to establish them.

In a recent report of the Board of General Education in Queensland (Aurtralia), the Board thus refers to the operations of the free school law introduced into that country in 1869 :—"We believe that, on the whole, the effect of the change has been decidedly beneficial ; * * * but the balance between the good and the evil is certainly on the right side. Among the conspicuously beneficial consequences of the change, the large increase in the number of children brought within school influence naturally ranks first. The rolls for 1870 included the names of 16,227 children, whereas the return for 1869 showed only 11,087"—an increase of attendance, it will be seen, of nearly fifty per cent. in one year !

In summing up the result of his educational experience in England, Mr. Kingsley thus discusses the application of the new principle of Free Schools. He remarks :—

"I question, from twenty-seven years' experience, whether it is really better to make the labouring class pay School pence (as fees) for the education of their children ; whether the wisest method is not to make them pay School rates, as they do poor rates, and open the Schools free. My experience is, that as long as they pay, both the ignorant, the stupid and the unwilling (and it is with them we have to deal in this matter) will persist in considering schooling as an article which they may buy or not, as they see fit, like beer, or fine clothes, or any luxury ; and they will persist in thinking, or pretending to think, that they are doing the School managers a favour, and putting money into their pockets ; that they will persist in thinking, or pretending to think, that they pay for the

"whole of their children's education, and ignore the fact that three-fourths of the expense is borne by others, and that the only method to make them understand that educating their children is an indefeasible duty, which as citizens they owe to the State itself, is for them to be taxed by the State itself, and for the State to say—there is your money's worth in the School. We ask no more of you ; *but your children shall go to School, or you shall be punished by the law.*"

The State Superintendent of Public Instruction for Virginia thus forcibly states the following historical facts and arguments in favour of Free Schools :—

"The undeniable fact of the steady growth of the Public Free School System among the civilized nations for the last century creates a presumption in its favour. It flourishes under various forms of government, *and when once tried is never abandoned*, but, on the contrary, is cherished and perfected more and more. It is observed also that its popularity (in the United States) is not chiefly among the ignorant and moneyless, but among the more intelligent property holders, and often among those who have the largest taxes to pay. This popularity is not to be accounted for by the growth of the republican form of government, for the system existed on this continent a hundred years before there was a republic, and at this time it is flourishing among the monarchies of Europe. And would it be seen existing in a perfection unknown on this continent, and vitalizing the energies of a mighty, consolidated empire, behold the kingdom of Prussia ! As a mere matter of fact, the Public Free School System is as clearly established as an element in the world's progress as any other of the great developments of modern enterprise.

"Those who have studied the history of pauperism in Southern Europe and in England, tell us that the bulk of it comes from the neglected freedmen of the Roman empire and of the feudal barons. Now behold the result in the lazzaroni of the Mediterranean States and in the cloud of paupers in England ! In the latter the education of the ruling classes has given national prosperity, but in England every tenth man is a pauper ; and whilst she spends but little for the education of the common people on the free system, she is (or was not long ago) compelled to spend thirty millions a year for the subsistence of her paupers, and a great deal more to punish them for their crimes. The statistics of her prisons show that 95 per cent. of crime is committed by persons unable to read or write, and also that not one criminal in two hundred has what may be called an education. And such is the testimony of prisons everywhere as to the intimate relations between ignorance, pauperism and crime.

"When, on the other hand, we turn to those European nations which have established Public Free Schools, there is a far better state of things in these particulars. Such is the case in Norway, Sweden, Denmark, Holland, Belgium, and most of the German States. There they have Common Schools, and there pauperism is almost unknown ; and the testimonies go to show that in proportion as the people are educated, they are free from crime and improved in thrift and good morals. Similar results are claimed in those States of our own prosperous and powerful country where the system has been thoroughly tried, and claimed with the greatest confidence in those States where the system has been longest tried. The outlay is great, but the income is far greater. Nothing is so costly as crime and ignorant, thriftless labour. Nothing makes public order so difficult, reputation so insecure, property so precarious, government in every department so costly and unstable, as ignorance and vice. Now for these evils there is within the power of Government no remedy so cheap and effectual as Common Schools, which bring men from darkness into the light. And in these times, when every place and privilege belong to every man, there is no estimating the stake we have in this matter. Universal suffrage simply necessitates universal education."

The Secretary of the Board of Education for the State of Connecticut, thus expresses the feeling and experience of that State on the subject :—

"Free Schools no longer need any defence. Experience has tested them. Opposition and discussion have helped them. * * * The press of Connecticut, with possibly a single exception, is now a unit in behalf of Free Schools. The cause of education was never so heartily endorsed by the masses. The results of the Free System demonstrate its wisdom and necessity. The common people favour it, and already reap

"a rich harvest from it. The proof now before the public that over 10,000 children were barred from School by the Rate Bill, buries it beyond the possibility of resurrection. The disasters dire so confidently predicted, unless diminished attendance on Private Schools be such, do not appear. No measure so radical, touching so many persons and pockets, was ever more generally ratified by the people. Michigan quoted our arguments and followed our example in 1869; and during the last month, New Jersey adopted a most liberal Free School Law, and thus the only vestige of the Rate Bill left in this broad land was abolished. The Free School system may now be truly called the American system—the only State system in this country. It will stand so, for *no State that has tried both systems ever went back to the Rate Bill.*"

As to the principles and conditions of the Free School system, the Commissioner of Public Instruction in Rhode Island declares that :

"A system of Free Schools, to be universally popular, must be universally practical, so much so that the dullest comprehension may see something of intrinsic value in it. It becomes every intelligent citizen and legislator, therefore, to inquire to what extent the operations of the system meet the wants of the people, and wherein it fails to secure the desired end. * * * A perfect system may become a perfect failure, if it does not feel the vital forces pervading it which spring from the popular will. An imperfect system may be made to do wonders, if its defects are supplemented by an intelligent and enthusiastic body of workers, supporting and advancing its interests. To secure the hearty co-operation from the whole people, the working plan must touch and vitalize every interest, and in its broad and liberal provisions it must meet the present and anticipate the prospective wants of every child and man in society. A noted king and philosopher of ancient times, when asked, 'What kind of education should be given to boys?' answered: 'That kind of knowledge they will need to use when they become men.'"

II.—COMPULSORY ATTENDANCE AT SCHOOL.*

The provision of the law in this matter is the legitimate consequence of the principle involved in the establishment of Free Schools; for if every man is to be taxed, according to his property, for the Public School education of every child in the land, every taxpayer has a right to claim that every child shall be educated in the various branches of a good English education; otherwise it is raising money by taxation under false pretences.

And, if every man is to be taxed according to his property for the education of every child, and if every child has a right to school instruction, some provision was needful to secure both the ratepayer and the child against the oppression and wrong which might be inflicted by an unnatural guardian or parent. Society at large, no less than the parties immediately concerned, requires this protection; and the protecting provision of the law, in this respect is milder and more guarded than a corresponding one in Prussia, Massachusetts, and other countries† where Public School education is provided for and guaranteed to every child in the country. According to the new Act, no parent or guardian is liable to punishment whose wrong against society and his youthful charge is not wilful and criminal. If such a protection in this mild and guarded form is found, on trial, to be insufficient for the purposes intended, a more stringent one can be enacted by the Legislature hereafter. But, I believe the law will, upon the whole, secure the end proposed.

ORIGIN OF THE COMPULSORY SYSTEM IN GERMANY AND SCOTLAND.—EXAMPLES.

1. The Rev. H. G. de Bunsen, in an address at a recent Social Science Congress, on

* By telegram, dated Paris, Nov. 7th, we learn the Council-General of the department of the Seine has voted in favour of the establishment of a system of compulsory and gratuitous education. The local rulers of Paris, evidently impressed with the great need of some salutary and effective measures for redeeming the ignorant masses (from which the conscripts are taken) from their degradation, have, like Austria, in her humiliation, taken a leaf out of their conquerors' book, and have acted boldly and promptly in this matter. The effect will be salutary throughout France. Compulsory education has also been ordered in the new provinces of Alsace and Lorraine, by the German government. This may have prompted the Parisians to action.

† The compulsory system has, within the last and present years, been adopted in Michigan, Texas, and other of the American States.

the *Education of Neglected Children*, after showing that out of 2,700,000 children in England that should attend the Public Elementary Schools, nearly one million and a half (1,450,000) do not do so, declares that :—

“There does not appear to be any other mode of arresting the fatal progress of this great evil, and of attempting to educate all classes of children, than by making education compulsory in Great Britain—that is, compulsory on the parents, and compulsory on the employers of children ; in other words, the State must enforce by legal enactments the attendance of children at school. But, let me observe, there are two kinds of compulsion, the one direct, the other indirect. The one, the direct kind of compulsory education, is the law in Prussia, in North and South Germany, in several of the American States, and in several of the Cantons of Switzerland. But this kind of legal compulsion dates from the very beginning of Protestantism in some of the above-named countries, and in the rest it is coeval with their existence as independent free States. And, first, with regard to Prussia and Protestant Germany, it was Luther, (who, no doubt, in accordance with the precept of the Apostle Peter, when he says, in his first Epistle, iii., 15 : ‘Be ready always to give an answer to every one that asketh you a reason for the hope that is in you, with meekness and fear ;’)—insisted, in his address to the municipal corporations of Germany, in 1524, on the duty—the religious duty—of seeing that each Protestant child be taught to ‘understand and practise the doctrine and duties of its religion.’ Ever since it has been recognized in Germany, whether enforced by enactment or no, as the ‘business of the Church to see its youth did so.’ This duty, universally adopted by all the Protestant princes of Germany, among others by the Princes Hohenzollern (or reigning House) in Prussia, was gradually extended in such a manner, that ‘compulsory education,’ comprising, in addition to the knowledge of the Scriptures, and the peculiar tenets of the two denominations of religion, Protestant and Roman Catholic, reading, writing, arithmetic, and history, had become universal in Prussia by the end of the last century. And since peace was again restored to Europe, and more especially to poor suffering Prussia and the North of Germany, by the battle of Waterloo ; this compulsory education has been regularly enforced in all parts of Germany, more or less, by legal enactment. It has now become so entirely one with the national feeling, that, were the law to be abrogated at this moment, the nation itself, it is generally believed, would uphold it of its own free will.”

2. The Rev. Mr. Pattison, in his report to the English Commissioners says, in regard to compulsory education in Prussia :—

“The compulsion consists practically of a small fine, and the highest testimony that could be borne to the wisdom and efficiency of the law may be found in the statement ‘which is sometimes quoted as an argument against it, viz. :—That ‘the school has taken so deep a root in the social habits of the general people, that were the law repealed to-morrow no one doubts that the schools would continue as full as they are now.’ Ninety-eight per cent. of the population of Prussia are stated to be able to read and write. Education is also compulsory in Denmark, where attendance at school is enforced from the age of seven to that of fourteen, and instruction is given gratuitously to children whose parents cannot afford to pay for their teaching. In Bavaria attendance at the Elementary Schools is compulsory for all children until the age of fourteen. In Saxony attendance at school, or instruction under properly qualified teachers, has been compulsory since the year 1835. Public education is said to have reached the highest point in Saxony—every child, without exception, partaking of its benefits. In Baden education is compulsory, and parents are compelled, by strictly enforced penalties, to send their children to school. In Portugal, by a law enacted in 1844, it is compulsory on parents to send their children to a place of public instruction, but this law, it is said, is not strictly enforced. In most of the Cantons in Switzerland, parents are compelled to send their children to school, or to have them privately taught, from the age of five to that of eight years. Neglect of parents in this respect is punished, in some cases by fine and in other cases by imprisonment.”

3. Dr. Lyon Playfair, in referring to the history of “Compulsory” Education, says :
“The first direct compulsory law relating to education in this kingdom, that I have

“met with in my studies, was passed by James IV., of Scotland, in 1494. He ordained that all sons of freeholders and barons should go to School under penalty, and that their eldest sons, who were to have the estates, should, after their preliminary education, attend three years at a School of Law, in order that they might administer, discreetly and wisely, Justices’ justice to the poor folk of the realm. It is a pity this compulsory law does not still exist for eldest sons! You see in it the idea that education should be adapted to the work of life. This main idea of fitting a man for his work was vigorously supported by our old reformers. John Knox held firmly by it, especially in his scheme for secondary education, which, unfortunately for Scotland, was never adopted, though his plan for primary education was. In the former he announced that no boys should leave School till they had devoted a proper time to “that study which they intend chiefly to pursue for the profit of the commonwealth.” This is the old conception of the object of education, and reappears at the present day under the modern garb of “Technical Education.” All the reformers urged its necessity, especially Luther and Melancthon. Most European States have held fast to the idea with more or less of development, but it has vanished utterly from our English Schools. Göethe brings out the idea finely in the travels of Wilhelm Meister in the pedagogic province, where he left his boy for education. Every boy in that Province was especially trained according to his aptitudes, in whatever direction these manifested themselves. Wilhelm Meister, after a twelve months’ absence, revisits the Province. He comes upon a cloud of dust produced by a troop of wild horses under a course of training by mounted boys. One of these was his son, for horse-breaking was made his main education, as he was found most fitted for it. Only to soften his mind under such a system, he was also carefully instructed in Italian literature. So it was with all the boys in this educational province. Some were masons or carpenters, some artists or musicians, all being treated according to their main aptitudes, though each had a collateral study to supplement the mental deficiency which experience showed to arise in such a course of training. Every pupil in the pedagogic province learned reverence (Ehrpercht), and that of three kinds—reverence for that above him, reverence for that around him, and reverence for that beneath him. In this quaint allegory of the pedagogic province, you will find the secret of the prosperity of Prussia, a State at the back of Europe, and which only got its civilization long after the Christian communities of Europe had organized themselves.”

ENGLISH ADVOCATES OF COMPULSORY EDUCATION—ITS NECESSITY.—EXAMPLES.

The Rev. Canon Kingsley, in an address before a recent Social Science Congress in England, thus eloquently answers the question: “*Ought Primary Education to be Compulsory or Voluntary?*” He replies:—

“We shall hear, I trust, much said about the relative merits of the voluntary and and the compulsory systems in education. We cannot hear too much on both sides. Shall we have compulsory education or not?—is, to my mind, the first question of the day. * * * The State, I hold, has a right to compel the ignorant to learn; but it has also the right to compel the stingy to pay toward that learning. When, therefore, the National Education League was started at Binnington, I, for one, joined it, as the only method of obtaining what twenty-seven years’ experience as a parish clergyman had shown me to be necessary—*compulsory attendance*. No one is more alive than I am to the services which different denominations and religious bodies have rendered to education; to the services of the British and Foreign School Society; of the National Society, and especially of that venerable body, always foremost in all benevolent works, the Society of Friends. He who does not feel that England owes a huge debt to these splendid results of what is called the ‘voluntary principle’ (in giving), must be deeply ignorant of her history for the last eighty years. But, over and above what these good people have done, does not much, too much, remain *which they cannot do?* for the simple reason that those who need education most care for it least; and that those who are unawakened to the value of religion are certain to be still less awakened to the value of learning? Striking example of failure in the English ‘voluntary’ (as distinguished from the ‘compulsory’) system of education. This defect seems to me to be inseparable

“from the voluntary (as distinguished from the compulsory) system of education, how-
 “ever zealously and ably carried out. * * * Even if, as is usually the case, the
 “great majority avail themselves of the Schools rationally and thankfully enough, yet
 “there is always a minority who cannot be made to attend regularly without threats, fines,
 “exclusion from charities, and so forth. * * * And some who do not come to
 “School at all; children not generally of the very poor and miserable, but mostly of able-
 “bodied, reckless, profligate persons who are perfectly able to pay for their children’s
 “schooling a sum probably double of what would be charged: but who prefer exercising
 “the indefeasible rights of free born Britons in spending their money in beer and fine
 “clothes. * * * How any voluntary system is to touch these free born Britons I
 “have not yet discovered. * * * So much for the agricultural districts. In the
 “towns the broad fact is, that in every large town there are children to be counted by
 “hundreds, often by thousands, who go to no school at all, and who cannot by any exist-
 “ing methods, be got to school. Let me, to give an example, call your attention to the
 “case of one town, Birmingham. There is no reason to suppose that the denominational
 “system has not been worked as earnestly and ably in Birmingham as elsewhere. * * *
 “But it was found last year (1868) that 21,000 children out of 45,000 (or nearly half the
 “children in Birmingham), were growing up in ignorance and idleness, * * * although
 “it was found that there was school accommodation already for more than 31,000 children.
 “* * * The Birmingham Education Society, finding that many of these children
 “were kept from school simply by the poverty of their parents, devised Free School
 “orders, by which these children would be admitted gratuitously to various schools of
 “all denominations; and succeeded thereby in getting some 5,000 out of the 21,000 to
 “school for awhile. But the voluntary subscriptions, even in so rich a town as Birmingham,
 “were so insufficient that they had, after a few months, to cease paying for 25 per cent.
 “of the poor children attending the day schools; thus throwing, to their extreme regret,
 “large numbers of these unfortunate children on the streets. No wonder, after so patent
 “and terrible a failure of the voluntary system, if the society went a step further, and
 “organised—as the only hope—a National Education League, the main objects of which
 “are (as chiefly embodied in the new law):—*To compel local authorities to find schooling for
 “every child in England and Wales; to pay for such schooling out of local rates; to provide
 “that the schools so prepared for, shall be unsectarian and free, without payment; and lastly,
 “to compel by law the attendance of children not otherwise educated.*”

2. Another striking instance of the powerlessness of voluntary charity to match itself with a want, almost national in its magnitude, is thus illustrated by Dr. Pankhurst, in certain remarks which he made at the Social Science Congress of 1869. He also illustrates another fact, that provision by the nation for certain charitable and worthy objects does not in any way dry up the sources or springs of individual efforts and benevolence. He says:

“The presence in England of a million and a quarter of young people who, in spite
 “of the statesmanship, philanthropy, and Christianity of the land, grow up uneducated,
 “become a misery to themselves and a danger and cost to the community, renders it per-
 “fectly clear, and has made it to be admitted upon all hands that education is a thing of
 “universal interest. The great principle of National Education rests upon that. Now,
 “if education is of universal interest, two consequences follow: first, it must be of univer-
 “sal provision; secondly, of universal diffusion. It is at the point of diffusion that the
 “question of compulsion comes in; and there is one great principle set forth in English
 “history which in my opinion answers all arguments addressed to the question of compul-
 “sion. About the time of Queen Elizabeth, we had to do for a great branch of human
 “necessity, what we are now going to do with the question of education. We had to
 “transfer the work of giving food and clothing to our destitute poor, from the office of
 “charity to the office of law. On what principle was that done? Simply this, you cannot
 “have law working efficiently in the community, unless it rests upon a moral basis. If it
 “had not been that the poor were fed and clothed by the good will and charity of mankind
 “up to that time, it would have been a perfectly idle thing to pass a law to compel man to
 “do it, because it would be, as it were, manufacturing a conviction about the matter; but
 “when charity and benevolence had reached a certain point, then it was possible to compel

"that to be done over the whole kingdom, which was being constantly done by a very large portion of it. What was the result? Did charitable work die out of the land? Did men cease to do good things for the destitute poor? No, they allowed the law to give the absolute necessities of food and clothing for the whole kingdom, and then charity and good will, being relieved from that irksome task, were able to engage in higher work which the law could not reach."

3. Dr. Playfair thus argues the logical necessity for compulsory education :—

"An improved quality of education is a necessity for its enforced reception by the people. The principle of compulsion, timidly and hesitatingly put forth in the recent English Education Act is nevertheless contained in it. The logic of circumstances drove Parliament into the recognition of compulsion; and the same logic will oblige the Legislature to make it efficient. Let us look at the facts which compelled the recognition of the principle. The right of suffrage has for its corollary the duty of instruction. You cannot give political power to a people and allow them to remain ignorant. That would be a political suicide of a nation. An uneducated people are like a nation one or two generations back in its history. They cannot grasp the ideas of the age in which they live, and are powerless to shake themselves free from the prejudices which the progress of thought has proved to be dangerous errors. They are unable to do so, as they cannot take possession of the inheritance of the intellectual wealth accumulated by their predecessors; for they do not know how to read the books forming the testament by which it was bequeathed. An uneducated people, endowed with political power, is therefore, an anomaly, in the highest degree dangerous to a nation. Hence, when we bestowed on the people the right of suffrage it became necessary that they should have efficient instruction as its corollary. Secondly, we have now established what every civilized nation except England has long had—education by local rates. A civic support of education has again for its corollary enforced instruction of the individual citizen. For if it be right that the State should compel a community to educate all its citizens, it must be right to give power to that community to extend the education to every citizen." He says further that :

COMPULSORY EDUCATION INVOLVES AN IMPROVEMENT IN ITS QUALITY AND AMOUNT.

"But you cannot enforce education unless you make it of a quality which you are certain will be useful to the person receiving it. Compulsory education, then involves an improvement in its amount and quality. Compulsion is of two kinds, direct and indirect. By the direct method every parent is bound to keep his children at school or be punished for the neglect. The indirect compulsion means that education shall be made the first tool with which labour can be begun, and, if that tool be not in the possession of the candidate for employment, the employer must not engage him. The indirect plan has the high authority of Adam Smith in its favour, but, it is unnecessary to indicate a preference between the two methods, for both may be good and necessary. In the Act of last Session only the direct system is recognized, though the others form the basis of our Factory Acts. Direct compulsion is most easily applied when it is least required, that is, when public feeling is entirely in its favour, and denounces the parent who neglects the education of his child as much a brute as if he starved it by refusing bread. But in England you have about half a million of these brutes to deal with, and their commonness prevents an adequate public censure of the magnitude of their crime against society."

The Commissioners appointed in Victoria, (Australia,) to report upon the "operation of the system of Public Education in that country," speaking of compulsory education, say, in the report of 1868 :—

"Whilst fully admitting the divided state of opinion in reference to this subject, as well as the serious, practical difficulties that beset it, we have resolved to submit the recommendation that a law rendering instruction imperative, should be adopted in Victoria. The existence in constitutional theory, at all events, of an equality of political rights between all classes of Her Majesty's subjects in this colony, suggests the paramount importance of early provision being made, by means more effectual than any that have hitherto existed, for the diffusion of sound instruction amongst the rising generation of all classes."

 AMERICAN ADVOCATES OF COMPULSORY EDUCATION.—ILLUSTRATIONS.

1. In Massachusetts the law at present prescribes compulsory attendance at School for every child between the ages of eight and fourteen for three months in the year. The Board of Education for the State have recommended to the Legislature that in future the compulsory attendance shall be for *six*, instead of three months in the year. The Superintendent of Public Instruction in the State of Maine thus summarizes the arguments in favour of compulsory education :—

“The power which compels the citizen to pay his annual tax for the support of Schools, should, in like manner, fill the Schools with all of those for whose benefit that contribution was made. It is in the light of a solemn compact between the citizen and the State community. The private citizen contributes of his means, under the established rule of the State, for the education of the youth, with a view to protection of person and security to property; the State, compelling such contributions, is under reciprocal obligations to provide and secure the complete education for which the contribution has been made. This implies the exercise of State power, and involves compulsory attendance as a duty to the tax-payer. The State builds prisons and penitentiaries for the protection of society, and taxes society for the same. But does she stop here, leaving him who has violated law to be pursued by the community in a mass, to be apprehended by a crowd, and borne by a throng to the place of incarceration? No!—she pursues the criminal through legitimate instrumentalities, ferrets him out by the sharpest means of detection, and eventually secures that safety and protection to society for which society has been taxed. Now, to prevent crime, to anticipate and shut it off by proper compulsory efforts in the School-room, working with and moulding early childhood and youth to the ‘principles of morality and justice, and a sacred regard for truth, love of country, humanity, and a universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and all other virtues which are the ‘ornaments of society,’ the State not only has the right to inaugurate such methods as may be deemed best, but is under strict obligations to do so by all the means in her power.”

2. The Commissioner of Schools in Rhode Island, in deploring the fact that 10,000 children in that small State do not attend school, “but are learning the vices and corruption which idleness, neglect and profligacy most surely gender, and, under the influence of bad associates, and adepts in crime, are candidates for the Reform School and the prison,” asks :—“Can the State afford the loss of so many of its children from its schools of learning to be educated in *schools of crime*? Can it take the responsibility even of allowing one-fifth of its youthful population to grow up in a condition which will endanger its civil rights, as well as material prosperity and its social and moral character? The public sentiment of the people asks protection from midnight plunder, arson and murder. Crime and ignorance masked by day go hand in hand by night to perform deeds of wickedness and shame. Shall society patiently suffer the wrong and its repetition? * * * The Public School can do its part, but not the whole work, and, in order that it may do its legitimate part, *the child must be placed and held within its influence.*”

3. The Report of Dr. Fraser (now Bishop of Manchester), on the “Common School Systems of the United States and Canada” contains a good deal of information on this subject. He says :—

“From many sections of the community, and especially from those who would be called the educationists, the cry is rising both loud and vehement, that greater stringency is required in the law, and that compulsory attendance is the proper correlative of ‘Free Schools.’ For, it is argued, if the State taxes me, who perhaps have no children, towards the support of the Schools, ‘for the security of society,’ I have a right to claim from the State, for the security of the same society, that the Schools which I am taxed to maintain shall be attended by those for whose benefit they were designed.”

“I cannot close,” says the Superintendent of the Schools in Providence, Rhode Island, “without repeating what I have said in all my former reports, that our Schools are suffering more from the evils of truancy than from all other causes combined.

" Could a true picture of the rapid increase of youthful depravity be portrayed in all its
 " appalling colours, it could not but startle and astonish every friend to humanity and
 " social order. The seed now being sown will produce in coming years a most terrible
 " harvest. Short-sighted must that policy be, independent of all moral considerations,
 " that hesitates to spend a few hundred dollars in the prevention of crime, rather than
 " incur, with all the risks of life and property, the expenditure of thousands in punishing
 " it, and in retrieving the miseries that follow in its train."

III.—HIGHER STANDARD OF QUALIFICATION FOR TEACHERS.

1. On no one subject is there such general unanimity in all educating countries than on the necessity for granting Certificates of Qualification to teachers only after examination. All were agreed upon this point ; but all were not equally agreed as to the necessity for due qualifications on the part of the examiners themselves. The difficulty of obtaining the services of qualified persons in the rural parts was often urged as a reason why it should not be insisted upon. All that at first was deemed desirable in this matter was the constitution of *some* local authority for the examination and licensing of teachers, without reference in many cases to any qualifications on the part of the examiners, but that of social or official position. It was felt, too, that Normal Schools, Teachers Institutes and Training Classes in Schools or Colleges would make up in some degree for the lack of professional experience in enquiring into and fixing the standard of a teacher's qualifications for the important duties of his office ; and that if teachers wished to take a higher rank in their profession, they could avail themselves of these facilities. But experience has proved how valueless, comparatively speaking, were certificates to teachers obtained from examiners who (though anxious to discharge their duties faithfully) practically knew nothing of teaching themselves, or of the peculiar fitness so necessary to a teacher for the right discharge of the duties of his profession. Teachers, too, were found who were disposed to rest satisfied with certificates obtained under such circumstances ; and Schools and pupils alike suffered from a want of ambition or enterprise on the part of such teachers. The depressing effect on the Schools and on the profession itself of such a state of things had been long felt ; in the various American States efforts have been made effectually to remedy the evil. The old Examining Boards, often the Trustees themselves, or some official persons in the neighbourhood, have been gradually superseded by professional and trained teachers of the highest grade, and the principle has gained ground that, as in the professions of Divinity, Law, Medicine, Civil Engineering, etc., none but professionally trained teachers should act as examiners for the licensing of teachers for our Public Schools.

PROFESSIONAL BOARDS OF EXAMINERS IN VARIOUS STATES.

2. In the State of Pennsylvania there are four grades of certificates granted, each marks the successive stages of the growth of professional experience. The First, or lowest grade of certificate granted, is a mere license "to begin to teach," and is limited to one year ; the Second Grade is given by the County Superintendent to any teacher who can pass an examination in certain literary subjects and in "the theory of teaching ;" the Third is simply a "Professional Certificate" permanently good "in the county in which the holder resides, and for one year in any other county ;" the Fourth and highest grade is given by the Normal School Board of Examiners, which grant State Certificates, good everywhere in the State, and unlimited as to time, to graduates of Normal Schools of two years standing, who come before them *fully* recommended as good teachers by the proper officers. A similar certificate is given to practical teachers who pass the prescribed examination.

3. In Illinois, "States Certificates are granted to teachers of approved character, scholarship, and successful experience, in virtue of the authority conferred by the School Law, as amended February 16, 1865." The clause which confers such authority is as follows :

"The State Superintendent of Public Instruction is hereby authorized to grant State Certificates to such teachers as may be found worthy to receive them, which shall be of perpetual validity in every County, and School District in the State. But State Certi-

"ificates shall only be granted upon public examination, of which due notice shall be given, in such branches and upon such terms and by such examiners as the State Superintendent and the Principal of the Normal University may prescribe. The fee for a State Certificate shall be \$5. Said certificate may be revoked by the State Superintendent upon proof of immoral or unprofessional conduct.

"Applicants for State Teacher's Diploma are required to furnish satisfactory evidence. 1st—Of good moral character. 2nd—Of having taught with decided success at least three years, one of which shall have been in the State. 3rd—To pass a very thorough examination in orthography, penmanship, reading, mental and written arithmetic, English Grammar, modern geography, history of the United States, algebra, elements of plane geometry, and theory and art of education. 4th—To pass a satisfactory examination in the elementary principles of anatomy and physiology, botany, zoology and chemistry. 5th.—To pass a satisfactory examination in the School Laws of Illinois, especially as relating to the duties and legal rights of teachers."

4. In California, "the granting of State Certificates to teachers is entrusted to a State Board of Examination, composed of the Superintendent of Public Instruction, and four professional teachers, with power to grant certificates for one, two, four or six years, or for life. At the meeting of the State Teachers Institute this year, composed of about six hundred of the leading teachers of the State, it was unanimously resolved: 'That inasmuch as the various County Boards of Examination are composed of many persons of many different degrees of qualification, or no degree in some instances, and therefore form no standard, or data, from which the State Board can judge of their work, the granting of State Certificates on county examinations, or on no examinations, should be discontinued.'"

5. In regard to this subject, the State Superintendent thus remarks: "The time is rapidly approaching when teaching must be recognized as a profession; when a diploma from a Normal School, or a certificate of examination by a legally authorized association of teachers, or a State Board of Examination, shall be a license to teach school until revoked by those who issued it. Educational conventions in every part of our country express a general desire for a distinct and definite recognition of the occupation of teaching by forms equivalent to those now existing in law, medicine, and theology. It is true there are many who make teaching a temporary occupation, a stepping-stone to other pursuits, and there is no objection to this, when they are duly qualified for the noblest of human duties; but there is a large class, becoming larger every year, who desire to make it the occupation of a life—an occupation which calls for a range of acquirements and a height of qualification fully equal to that of the liberal professions."

6. In other States the old system continues, while in some the teachers are subjected to periodical examinations without reference to their experience or ability.

7. In Prussia, two means are used to secure the efficiency of teachers: In the first place, "Every teacher must pass a very stringent examination (before a professional board) in the subjects which he proposes to teach, and he is only allowed to teach those in which he has passed, and only to classes of the precise standing for which his knowledge indicates him to be fit; and secondly, every teacher is required to pass a year at some school, watching the work, and learning how it is done."

NEW SYSTEM OF EXAMINATION OF TEACHERS IN ONTARIO.

8. Hitherto, in our own Province, certificates were issued by County Boards of Public Instruction. Each Board consisted of a number of members, most of whom, and in some instances all of whom, have had no experience as teachers; each Board appointed the time as well as place of its own meeting, prepared its own examination papers for three classes of teachers, and has then given certificates according to its discretion, both as to class and duration. Under the new Act, each Board of Examiners consists of not more than five members who have had experience in teaching, and is under the direction of a County Inspector, who must be a First Class Teacher of the highest grade; and the meeting of each Board is appointed to be held the same day in every County and city of the Province. The examination papers for all three classes of teachers are prepared, and the value of each question, and the time allowed for examinations in each subject,

determined by a committee of practical teachers, under the sanction of the Council of Public Instruction,—that committee consisting, at present, of Professor Young (late Grammar School Inspector), and the two Inspectors of High Schools. The examination papers for each County are sent under seal to the County Inspector, which seal is not broken except in the presence of the candidates for examination on the day and at the hour appointed. The merits of the answers to the questions for second and third class certificates are decided upon by each County Board of Examiners; but the answers to the questions for First Class Certificates are transmitted to the Education Department at Toronto, to be decided upon by the Council of Public Instruction on the Report of its Committee of Examiners. Special instructions accompany the examination papers. It is proper to remark here that what have heretofore been termed "*Third Class County Board Certificates*" are not permitted by the provisions of the new Act, and that what are called, and provided for under the new Act as, *Third Class Certificates*, are quite equal, if not above what have heretofore been called *Second Class County Board Certificates*. They are available for three years, and throughout the County in which they are granted. No new candidate for teaching can receive a higher than a *Third Class Certificate* at his first examination, or before the expiration of three years from that time, unless on the special recommendation of the Inspector for his attainments, ability and skill in teaching. No teacher is eligible to become a candidate for a *Second Class Certificate*, who does not produce testimonials of having taught successfully three years; but he may be eligible at a shorter period after having received his *Third Class Certificate*, on the special recommendation of the County Inspector.

9. *Second Class Certificates*, under the new Act, are of much more value, and should be of a higher character, than *First Class Board Certificates* under former Acts, as the latter was limited to a County, and could be cancelled at the pleasure of the Board that granted it; but the former is a life license (during good behaviour), and is available in every part of the Province. Each County Inspector, and the other members of each County Board of Examiners have, therefore, been impressed with the duty of not granting a *Second Class Certificate* to any candidate without satisfactory proof that he or she is a *successful* teacher of three years' standing (except in the case above specified), and a clear conviction in their own minds, that such candidate is qualified to teach all the subjects of the Public School Programme. This is required, not only by the patriotic spirit of the law, and conformity to the objects and principles of the School System, but as an act of common justice to every ratepayer in the Province. The Schools are made *free by law*; and every man in the country is taxed according to his property to support the Public Schools; and every taxpayer has a corresponding right to have his children educated in the Public Schools in all the subjects of the Public School Programme of studies; and he is deprived of this right if a teacher is employed who cannot teach his children these subjects, as far as required. Whether, therefore, the County Boards grant many or few *Second Class Provincial Certificates*, I trust they will give no such Certificate as a personal favour, but simply upon the ground of ability to render the public educational service to the country which the law contemplates, and which every ratepayer has a right to demand.

OBJECTIONS ANSWERED.

1. But it is proper for me to notice objections which have been made to the high standard which is alleged to have been fixed for giving Certificates to teachers, and the expressed belief that many Schools will have to be closed for want of legally qualified teachers. When I state, as I shall presently explain, that I have provided that not a single School throughout the land shall be closed for want of a legally qualified teacher, and yet without lowering the standard of regular Certificates, it will be seen at once how imaginary are the forebodings of certain newspapers and their sympathizing correspondents.

2. Let us now look at the facts of the whole case. It is admitted on all hands, and it was so admitted in the Legislature when the new School Act was a Bill under consideration, that the standard of Public School Teachers' qualifications was too low; that the examinations of teachers by the "County Boards of Public Instruction" were inefficient and unsatisfactory; some called them "shams" and "farces," with very few excep-

tions; all admitted that whatever good these County Boards, as then constituted, had done in the infancy of our School System, they had, in the majority of instances, long outlived their usefulness, either in elevating the qualifications of teachers, or in promoting the efficiency or permanence of the teacher's profession, and that some change was necessary.

3. It was, furthermore, alleged, that undue partiality had been shown in granting Provincial Certificates to students of the Normal School, who were no better qualified than many First Class County Board Teachers, and that these were quite as worthy of a Provincial Certificate as First Class Normal School Teachers. Though I knew the imputation and statement to be utterly unfounded, I concurred in the principle involved in it: namely, that all those teachers throughout the land who are equally well qualified with Normal School Teachers who have received First and Second Class Provincial Certificates, are entitled to Certificates of the same class, and should have the earliest and all possible facilities to obtain them. Accordingly I recommended to the Council of Public Instruction the appointment of a Committee of Examiners, composed of most able and experienced teachers, and wholly unconnected with the Normal School. I first proposed that one and the same set of examination papers for First and Second Class Certificates for Normal School Teachers and other teachers throughout the Province, with the same values of answers to questions; but it was objected, that, as the sessional examination of Normal School Teachers would take place several weeks earlier than the examination of teachers in the various Counties, the papers would become known. My answer was, that I thought this could be prevented by proper precautions, but that if, in some instances, any of the questions should become known to candidates, it would be to the comparative disadvantage of the Normal School candidates, and to the corresponding advantage of non-Normal School candidates for Certificates. But my recommendation was overruled, when I suggested to the Examiners that they would make the papers for the examination of teachers in the Counties somewhat easier than those which had been used in the examination of Normal School Teachers. This, I have been assured, has been done; and it may be shown by comparing the Normal School Examination Papers, published in my last Annual School Report, with the Examination Papers recently used in the County Board examinations, and which were prepared in sets for distribution, and published in the *Journal of Education* for general information.*

4. Now, what is the result? The result is, that but fourteen candidates have presented themselves in all the Counties of the Province for examination for First Class Certificates, and a surprisingly small number of candidates for Second Class Certificates, more than half of whom have failed in the examinations. A majority of more than three-fourths of the candidates have presented themselves for Third Class Certificates. Of these, a large number had held First Class County Board Certificates, but many of them are reported to have failed in their examinations for Third Class Certificates. These facts not only authorize the statement, but furnish the most complete demonstration of the injustice of the attacks upon the Normal School system, and of the utter defectiveness of the former County Board examinations of teachers.

5. It now happens that the very parties who have heretofore been most vociferous as to the equal qualifications of First Class County Board Teachers with First Class Normal School Teachers, now complain that the standard of examinations for Certificates

* Another complaint was urged, which is thus replied to by Rev. Professor Young, the Chairman of the Central Board of Examiners:—"The complaint is that all the difficult theoretical questions in the Second Class papers in Algebra were taken from Sangster; none from Todhunter. People would naturally suppose, from such a statement, that the paper contained a large number of theoretical questions. The fact is, that there were only four theoretical questions in it altogether. Of these, one, the last in the paper, was not taken into account in fixing the total number of marks on which the average prescribed by the Council of Public Instruction, in order that a candidate may receive a Certificate of a certain grade, was calculated. This question, therefore, could be an injury to no candidate, though it might be a benefit to some. Of the remaining three theoretical questions, one was taken neither from Sangster nor from Todhunter; and the other two are found in Todhunter, as well as in Sangster. And, to crown all, though Todhunter is authorized as a text-book to be used in Schools, Sangster's Algebra is the only text-book specified by the Council of Public Instruction in their programme for the examination of teachers. In the revised programme for the examination and classification of teachers, prescribed on the 28th of March, 1871, under the heading, "Minimum qualifications for Second Class Provincial Certificates," will be found the following:—"Algebra: To be acquainted with the subject as far as the end of section 153, page 129, of the authorized text-book (Sangster)."

has been suddenly raised too high, in consequence of which many worthy teachers will be disqualified, and many schools must be closed for want of legally qualified teachers. My answer is, that the standard for Provincial Certificates has not been raised at all, but is the same (with some mitigation) as that which has been required in giving Provincial Certificates to Normal School Teachers; and the standard of examinations for *Third Class County Certificates* is the same as that required merely for *admission* to the Normal School. The simple fact is, that these examinations are now made *realities*, and not "shams" and "farces." I am sure that no intelligent man, after examining the programmes for the examinations for even the First and Second Class Provincial Certificates, will say that they are in any respect too high for life-certificates of teachers of Schools, for the support of which all classes of the community are taxed, and on which they are chiefly depending for the education of their children; and I am persuaded that in less than three years, a sufficient number of teachers will become regularly qualified, under these programmes, to supply all the Public Schools of the country, without requiring temporary Certificates at all, except in a few and rare instances.

12. But it is said, "You are, in the meantime, shutting up many schools for want of teachers." I answer, not so; for, though a County Inspector has not authority to give temporary certificates to *rejected* candidates, nor have I authority to authorize him to do so, yet he can do so on the recommendation, or with the consent of a majority of his fellow-Examiners of the County Board, as, in such cases, though the candidates have *failed* in their recent examinations, they may not be considered as having been absolutely *rejected*, when the Examiners recommend temporary certificates to be granted to them. But, in addition, the County Inspector can give temporary certificates to other applicants whom he may find qualified to teach particular schools that might not otherwise be supplied. In this way, not a single school need be closed for want of a legally qualified teacher; and the regular standard of qualifications can be maintained, until teachers become qualified according to it in sufficient numbers to supply all the schools. It is also to be remarked, that the certificates heretofore given by County Boards are perpetuated according to the terms of them, and are not affected by any failures of the holders of them at the recent examinations—not even those certificates given during the *pleasure* of the Board, as no Board has been authorized to cancel any such certificates this year. But it is manifest that a Third Class Certificate under the new system signifies more, and is of more value than many a First Class old County Board Certificate.

13. It is, however, objected again, "It is hard for old teachers to be set aside, because they cannot qualify under the new system." I answer, as government exists not for office-holders, but for the people, so the schools exist not for the teachers, but for the youth and future generations of the land; and if teachers have been too slothful not to keep pace with the progressive wants and demands of the country, they must, as should all incompetent and indolent public officers, and all lazy and unenterprising citizens, give place to the more industrious, intelligent, progressive and enterprising. The sound education of a generation of children is not to be sacrificed for the sake of an incompetent though antiquated teacher. If the younger members of the profession would heartily support the Superannuation provisions of the new law, instead of uselessly declaiming against them, they could entirely remove this objection in the most effective and satisfactory way.

IV.—A FIXED LEGAL STATUS FOR THE PROFESSION OF TEACHING.

1. Another great improvement effected by the new Act has been the giving to the profession of teaching a fixed legal status, and, as a necessary result, the providing for the retirement and support by it of the worn-out members of the profession.

2. For the first time in the school legislation of this Province, and, I believe, in but one or two States of the American Union, a practical knowledge of teaching is made an indispensable condition to the appointment of Public School Inspectors and County or City Examiners. Hitherto, while some efficient and excellent Local Superintendents were appointed, many more were appointed from electioneering and kindred considerations, who were both incompetent for, and indifferent to, the duties of the office. I have been assured by many county councillors, that the legal defining of a local superintendent's qualifications for office would have been a great help in enabling them to resist improper elec-

tioneering pressure, and in the selection of the best qualified men for that important work. In the State of Pennsylvania, no one can be appointed to the office of County Superintendent but "*a person of literary and scientific acquirements, and skill and experience in teaching.*" With our former system of Township Superintendents, there was not only no legal standard of qualifications, but *experienced teachers were practically excluded from the office*, because the salary attached to it was insufficient for their support, and they had (as a general rule) no other profession or employment by which to gain a livelihood. But now that the sphere of the office is enlarged, so as to occupy the entire time of the Inspector, and secure to him a support: as the qualifications of it are now duly defined, to be those of a First Class Teacher of the highest grade, it is open to the able and experienced teacher, as the legitimate reward of his merits.

3. In carrying the new law into effect in this matter, the services of several efficient County and City Superintendents were regarded as a sufficient evidence of their qualifications; but for all new candidates, experience in teaching is declared to be an essential qualification for the office, together with a knowledge of subjects taught in the schools. I believe all parties agree that in this respect the new Act contains the mainspring of an immense elevation in the position and usefulness of the teacher's profession. Even in a recent annual association of teachers, the most restless and faultfinding of the number present could not otherwise than express satisfaction with the general provisions of the new Act, and protested against one clause only, the most benevolent clause of the whole Act—the clause which requires each licensed male teacher to pay for the license (or monopoly of teaching which such license gives to him against any unlicensed teacher), at the rate of two dollars each half year towards the support of superannuated or worn out members of his own profession.

FIXING THE MINIMUM SALARIES OF TEACHERS.

1. I had hoped to have still further raised the status of the Teachers' profession by getting the Legislature to fix by law the minimum salary to be paid to Teachers, in accordance with the class of certificate which they held. The principle of fixing the minimum salaries of teachers was concurred in by three-fourths of the County Conventions which I held in 1869. But the minorities in opposition to it were very large, and it was only carried upon the ground that liberal aid might be expected to be given to sections in new and poor settlements. The minimum fixed, though small, was not concurred in by the Legislature.

2. I think one of the most fruitful sources of the change of teachers arises from the pernicious "cheap teacher" system. Dr. Fraser, Bishop of Manchester, in his report, thus forcibly states the case, and gives illustrations. He says (page 69): "In almost all the reports, the rapid changes of teachers are deplored as one of the greatest hindrances to the progress of the schools. The changes occur chiefly in the rural districts, and among the junior teachers of the city (and town) schools." Further on he says: "Indeed, it is the low range of salaries, acting powerfully as a motive upon the general restlessness of the American temperament, which produces those rapid and continual changes in the teaching staff of the schools, the effects of which are so deeply and unanimously deplored. It is thought a great thing to retain the same teacher in the same school for a whole year. A calculation is made, that 'at least one-fourth of the money expended on the schools is thus wasted.' The quietness and success that has marked a school year is attributed chiefly to the employment of the same teachers who had taught for some time in the township before. To find a body of teachers who intend to 'make teaching their business for several years,' excites surprise. And yet it is felt and acknowledged that 'a teacher is worth twice as much the second term as during the first.' 'Frequent change of teachers' is classed with their 'incompetence,' and the 'irregular attendance' of scholars, as the three great 'hindrances' to the successful prosecution of the schools."

3. We cannot but remark that teachers themselves promote, to a large extent, this pernicious system of change. Many of them enter the profession as a temporary expedient, and take a school for a year or more. Such teachers have no motive to improve the schools, or to seek a re-engagement. Their only object is to make a little money out of them, or use them to bridge over some scheme of advancement.

EXPERIENCE IN TEACHING REQUIRED FROM INSPECTORS AND EXAMINERS.

The official regulations in regard to Public School Inspectors and Examiners, adopted by the Council of Public Instruction, are as follows :

1. *Qualifications of Public School Inspectors.*—All County and City Superintendents of Common or Public Schools, who have held that office consecutively for three years ; all teachers of Public Schools who have obtained, or who shall obtain, First Class Provincial Certificates of qualification of the highest grade (A) ; all Head Masters of Grammar or High Schools, who have taught the same school three years, and who shall prepare and transmit to the Education Department a satisfactory Thesis on the Organization and Discipline of Public Schools ; and all Graduates in Arts, who have proceeded regularly to their degrees in any University in the British Dominions, and who have taught in a college or school not less than three years, and who shall prepare and transmit to the Education Department a satisfactory Thesis on the Organization and Discipline of Public Schools, shall be considered legally qualified for the office of County Inspector of Public Schools, without any further examination, on obtaining, in each case, from the Education Department, the certificate required by law.

2. *Qualifications of Examiners.*—All Head Masters of Grammar or High Schools, and those Graduates in Arts who have proceeded regularly to their degrees in any University in the British Dominions, and have taught in a college or school not less than three years ; all candidates for Degrees in Arts in the Universities of the United Kingdom, who, previously to the year 1864, possessed all the statutable requisites of their respective Universities for admission to such degrees, and have taught in a college or school not less than three years ; and all teachers of Common or Public Schools who have obtained First Class Provincial Certificates of qualification, or who may obtain such certificates under the provisions of the present law, shall be considered as legally qualified to be appointed members of a County or City Board of Examiners, without further examination, on their obtaining from the Education Department, for the satisfaction of the County Council or City Board, a certificate of their having complied with this regulation, and being eligible under its provisions.

Regulations for giving effect to the foregoing.—I. Candidates eligible to act as County or City Examiners will, on application, be furnished with the requisite certificate from the Education Department.

II. A candidate for the office of County or City Inspector of Public Schools, must, in order to be eligible for that appointment, obtain from the Education Department a certificate of his qualification for the office. This will be transmitted to him on his furnishing satisfactory proof that he possesses the legal qualifications. In the case of University Graduates and Head Masters of High Schools, a satisfactory Thesis is required on the Organization and Discipline of Public Schools, et c.

III. The Thesis to be prepared ought not to exceed twenty-five or thirty pages of foolscap, written on one side only, and should embrace the following topics, or subjects, chaptered as numbered, viz. :—

1. Organization of schools ; classification of pupils ; the system of monitor teachers—its use and abuse ; school buildings, and in and out-door arrangements ; school furniture and apparatus, &c.

2. School management ; time tables and limit tables of study ; school rules ; school register ; roll-book ; visitor's book.

3. General principles of education ; art of teaching, with examples of the mode of treating various subjects ; characteristics of the successful teacher ; how to secure attention ; how to interest the class.

4. Characteristics of good style of questioning ; correction of errors ; recapitulations, &c.

5. Principles of mental, moral, and physical culture of childhood ; gymnastics and calisthenics.

6. School discipline ; rewards and punishments ; prizes ; authorized system of merit cards.

7. School libraries ; how best to make them available ; school museums, or local collections—their value, and how to promote their formation and use.

8. Principles of the School Law relating to Public School Trustees, Teachers, and Inspectors of Schools.

DUTY OF TEACHERS TO PROVIDE FOR THE SUPPORT OF THOSE WORN-OUT IN THE PROFESSION.

1. In 1854, the Legislature inaugurated a benevolent scheme for the formation of a fund, out of which to pension the worn-out members of the profession of teaching.* It provided that teachers should contribute four dollars per annum to the Superannuation Fund, while the Legislative body would supplement these contributions by a liberal annual grant. The Legislature performed its part generously, but the teachers, except in a very few isolated cases, failed to do theirs. This they themselves seem to have felt ; and in 1869, they suggested to the Legislature that each person on entering the profession of teaching, should pay a fee of *ten* dollars into the Superannuated Teachers' Fund for his certificate.† In the draft of Bill, as submitted by me to the Government in 1869, I modified this proposal, and provided that “no certificate of qualification should be valid any longer than the holder thereof should pay four dollars per annum into the fund for the support of superannuated or worn out teachers, as provided by law.” This proviso embodied an equitable principle of the English and Dominion Civil Service Acts, and was designed to do much to provide permanency in, and elevate the teachers' profession ; while the salaries of teachers in their agreements with Trustees, would no doubt, in most cases, be augmented in proportion.

2. During the passage of the Bill through the House, this section of the Act was again modified as follows :—“Each male teacher of a public school holding a certificate of qualification under the School Acts of this Province shall, and each such female teacher may, pay into the fund for the support of superannuated school teachers the sum of four dollars annually ; and each Inspector of Schools is hereby authorized and required to deduct one half of such sum semi-annually from any payments made by him to any male teacher under his jurisdiction, and transmit the same to the Education Department ; Provided always, that any teacher retiring from the profession shall be entitled to receive back from the Chief Superintendent one half of any sums thus paid in by him to the fund ; And provided further, that on the decease of any teacher, his wife, or other legal representative, shall be entitled to receive back the full amount paid in by such teacher, with interest at the rate of seven per centum per annum.” Under the new Act, additional provision is thus made which will more than double the fund for the assistance of disabled or worn-out teachers of Public Schools. Among the clergy of different religious persuasions, funds are established by required subscriptions for their relief or partial support in old age. In the Wesleyan body, for example, *every* one of the (now six hundred) ministers is *required* to pay five dollars per annum towards the support of superannuated ministers and their widows—a regulation which has been in force more than a quarter of a century. In the Civil Service in England, from two to five per cent. is deducted from the annual salary of each officer or clerk in the employment of Government towards the support of such officers and clerks in old age. The same principle is embodied in the School Act. But if a teacher leaves the profession, he is entitled to receive back one-half of the sum which he has paid in towards the support of the worn-out members of it, which is even more than a Wesleyan minister could obtain who should abandon his work. The objectors to such an arrangement are chiefly those teachers who do not intend to make teaching the profession of their life, but who make teaching, for the time being, a stepping-stone to some other pursuit or profession. They wish to avail themselves of its *license* to make what money they can out of it, without paying anything in return, even in behalf of those who spend their vigour of life in the work. The subscriptions to this fund are paid through the County Inspectors and Chief Superintendent, and are deposited forthwith in the bank to the credit of the Treas-

* NOTE.—The present Bishop of Manchester, in his Report on the schools of Ontario, after giving the facts, thus speaks of the fund as follows :—“The whole plan does credit both to the wisdom and the liberality of its framers.”

† In Illinois the fee for a Teacher's State Certificate of qualification is \$5.

urer of the Province, as are all the fees of the Model Schools, and the moneys received at the apparatus and library and prize book depositories, and paid out by the Provincial Treasurer to the parties entitled to receive them, on the certificate of the Chief Superintendent.

3. In a recent Report on Popular Education in Victoria, Australia, the principle of compulsory payment to the Superannuation Fund, is discussed as follows: "In the Civil Service of India, retiring pensions are raised partly by compulsory subscriptions to a Superannuation Fund. Among the parochial teachers of Scotland, also, a fund, similarly raised, exists for granting pensions to teachers, and annuities to their widows. The teachers of Baden (and probably of other German States) enjoy, I learn, the benefits of an exactly similar plan; and, for the like good object, a fund is in the same way created among the Clergymen of the Presbyterian and other Churches. Upon this principle, it would be easy to establish, without extra cost to the State, a Teachers' Superannuation Fund, to be raised by compulsory deductions made by the Board of Education from salaries and results only. As this subject is a very important one, I may be excused for going into details, and will therefore jot down my ideas as to the basis on which it should be developed. The Superannuation Fund should be created by *compulsory* contributions from all teachers, assistant teachers, pupil-teachers, and work-mistresses, directly recognized by the Board of Education. The contributions should consist in a deduction of — per cent, made by the Board of Education, half-yearly, monthly, or otherwise, from the salaries and result payments to every school in receipt of aid. The rate of pension, varying according to sex and classification, should be so much for every year of service up to a given maximum. Pensions for teachers' widows should be awarded on the same principle. I deem it indispensable that a Fund should be raised by *compulsory contributions*, and that it should be managed by the Board of Education, who alone have the necessary machinery to make its collection and distribution an easy matter. My own belief, fortified by the opinion of the leading teachers in my district is, that the establishment of such a Fund would confer great advantages; it would comfort the declining years of aged teachers worn out by good service; and it would offer an inducement to present teachers to continue in their occupation, and devote the best years of their life to teaching; and, further, it might attract into the teachers' ranks many more men of the best and most desirable type."

OBJECTION BY A CERTAIN CLASS OF TEACHERS TO CONTRIBUTE TO THE FUND.

4. Notwithstanding the great boon conferred upon teachers by the establishment of such a Fund for their benefit, a certain class of objectors has sought to create hostility to the Fund and to the mode of contributing to it. The agitation on the subject is being promoted by two small sections of the teachers of our Public Schools—those who do not intend to remain in the profession, but make use of it as a stepping stone to something else;* and those who are penurious or selfish. A third section, of the more thoughtful and devoted members of the profession, have, without due consideration, unwittingly given their countenance to this unwise and unjust agitation.

5. As to the necessity for this Fund, we would say, that so long as teachers devote their lives to a profession so generally underpaid as theirs is, so long will there be a necessity for either friends (if there be any, but who are often poor themselves), or the teachers themselves, to provide for the quiet and comfort of the declining years of their brethren, who, in less prosperous days, and with scanty remuneration, led the van in that calling in which they feel proud to follow. Even now, at the salary given to teachers (considering the increased cost of living) it is almost impossible to lay by a sum which would realize more than a few dollars a year. But by availing themselves of the provisions of the new Act, teachers can, on the payment of a small sum of two dollars each half year, secure an allowance for life, after their retirement from the profession, of six dollars a year for every year they may have taught school. For instance, if a teacher has been twenty-five years in the profession, and has complied with the law and regulations on the subject, he

*NOTE.—We have shown, in this Report, the pernicious influence of such teachers upon the schools. They lower the tone and *esprit* of the profession, are a fruitful cause of change in teachers, give a temporary and fugitive character to teaching, and thus bring discredit both upon the profession and the schools.

will, on his retirement, be entitled to an allowance of \$150 a year for life, should the Fund permit it,—although, at four dollars a year, he will have only paid \$100 in all into the fund; if he has been twenty years teaching, he will secure an allowance of \$120 a year, although his total subscriptions for the twenty years have only been \$80 in all; if for fifteen years \$90, total subscriptions \$60 in all; and if for ten years \$60 a year, while he has only paid \$40 in all into the Fund. In other words, he will receive for his first year's pension fifty per cent. more than he has paid into the Fund altogether! These facts are irresistible, and only show what a boon the teachers are thoughtlessly throwing away in petitioning against their contributing to the Fund, as provided by law. For it should not be forgotten that, if the clause of the new law on the subject is repealed, the entire law on the subject will, no doubt, be swept away, and the \$6500 per annum now generously given to the old teachers by the Legislature, will be withdrawn. In that case teachers will be left to provide for their old age as they best can, or rather they will be left with no provision whatever for their retirement from the profession.

THE OLD TEACHERS KEEP DOWN THE GENERAL SCALE OF REMUNERATION.

6. There is another reason why, in the interests of the profession, the Superannuated Teachers' Fund should be sustained by them. Among the more than 5,000 teachers in Ontario, some hundreds are getting advanced in life, and many of them are even old and infirm. Because of their age and infirmity they find it difficult to get employment, and yet, for want of means of support, they cannot retire and make way for younger men. The consequence is, that they offer their services at a very low rate, and thus find employment, to the exclusion of better teachers at a higher salary. Thus, in their need, they help to keep down the rate of remuneration, which would otherwise be paid to more active teachers, while they keep up a competition from which the other teachers are made to suffer. Would it not, therefore, be better for all parties concerned, that the younger teachers should provide for the honourable retirement of a section of their own profession grown grey in the service, and enfeebled by their sedentary life? This feature of the question has been pressed upon the attention of the Department, and we present it in the following extract from the letter of a highly respected inspector, who has felt the embarrassment arising from the existence of old teachers in his county. He says:—

“There are a few old teachers in this county who, perhaps, answered an important purpose in the teacher's calling twenty-five or thirty years ago, but whose stereotyped methods of procedure in the school-room are opposed to every kind of modern improvement in the art of teaching. It has become a serious matter with our Board of Examiners to know what is to be done with such teachers. They are poor, and have not yet made the necessary payments into the Superannuation Fund.” He then asks if they can be placed on the Superannuation list, and desires other information on the subject, etc.

7. Now teachers will see that if (as has been the case for many years, when the matter was left to their voluntary action) they refuse to sustain the fund in the manner provided by law, they can neither expect to superannuate their older, worn-out brethren, nor can they, with any show of justice or propriety, ask the Legislature even to make the generous grant which it has done for the past few years, but which, it is well known, is quite inadequate for the maintenance of the fund. The agitation has raised the question of the very existence of the fund itself; and, if the younger teachers refuse to make the small sacrifice, in the interests of their profession, of paying two dollars every half year into the fund (from which they themselves will derive a substantial benefit), and in the maintenance of which they are interested, how can they expect the Legislature—which has recently so greatly raised the standard of their qualification, and incidentally of their emoluments—to provide for their retirement from the profession and support when they are worn out? In this view of the case, we think teachers have not sufficiently weighed the matter in this agitation, but we trust that they will be induced to do so, when they consider the foregoing facts.*

* NOTE.—An Inspector writing on this subject says:—

“It cannot be denied that the fund itself is a most excellent one, and that it has already proved a great boon to many members of the profession.

 ON WHAT PRINCIPLE SHOULD THIS FUND BE SUPPORTED.

8. In reply to the question "on what principle should this fund be supported?" We answer, on the principle already laid down in its establishment, that of the mutual co-operation of the Teachers and the Government. This principle is one which commends itself to the judgment of teachers, and yet they have not carried it out. While the Government have generously contributed to the fund \$4,000 per annum, and have even increased the fund of late years to \$6,500 per annum, the teachers, as a body, have done nothing. An isolated case here and there of an expectant claimant on the fund does send in his \$4 a year, but the teachers, as a body, have failed to do their duty in the matter. Low salaries, selfishness, and a temporary interest in a profession which they did not mean to follow, have operated to produce this state of things. Now, however, the country is prosperous; salaries have been increased; this profession itself has been placed on a recognised footing, and it is right and proper for the Legislature, which has thus afforded facilities to elevate the teaching profession, to see that the old worn-out members of the profession shall be provided for, and not remain as a hindrance to progress.

SHOULD THE TEACHERS SUSTAIN THE SUPERANNUATED FUND?

9. We think we have already anticipated the answer to the question "Who should sustain this fund?" and, therefore, need not dwell upon it. In fact, the teachers have themselves answered it, but in a form which, in practice, would be felt by them to be onerous, if not oppressive. At a meeting of the Public School Teachers' Association of the Province of Ontario, held in 1869, a series of resolutions was passed, embodying certain amendments to the School Bill then before the Legislature. Amongst those agreed to by the Teachers' Association was the following one, which involved the very principle of *compulsion*, against which teachers now object:—"Each candidate, at his or her first examination for a certificate of qualification, *shall deposit with the County Superintendent the sum of ten dollars, to be paid into the Superannuated Teachers' Fund*, of which five dollars shall be refunded in case of failure." In other words that, before a teacher is in a position to earn one penny in his profession, he *shall be compelled* to pay ten dollars into the fund. How much easier to the teacher, more equitable in principle and better in every respect is the provision of the law (against which the agitation has been raised) that no one but members actually in the profession, who have derived their means of support from it, should be called upon to contribute to a fund intended for their support on their retirement from it? That this is felt by teachers to be the case, we learn from the following resolution, which was recently agreed to at a Convention of Teachers for the West Riding of the County of Durham:—

"Resolved that we hear with sorrow that an effort is being made to repeal the clause

"It cannot be denied that it will prove a great pecuniary advantage to every teacher who makes teaching a profession, and not a stepping stone to something else, and for these alone the fund is intended.

"It cannot be reasonably denied that it is as just to impose a license upon teachers, as upon lawyers, hotel-keepers, auctioneers, pedlars or dry goods merchants, and let the grumblers just compare for a moment the paltry \$4 license of the teacher with some other licenses which frequently reach \$100 per annum. Moreover the teacher's hardships sink into insignificance when it is stated that his license, when paid, is invested at interest for his benefit in old age, and along with it \$6,500 a year added by the Government.

"It cannot be denied that the very Act which imposes the license, by raising the standard of qualification and thus limiting the supply, has already had or will soon have the effect of raising the salaries of teachers by an increase ten times as great as the license imposed.

"It cannot be denied that this agitation originated with, and is now chiefly carried on by those Teachers who have adopted teaching not as a profession, but as a temporary expediency. They are generally smart men possessing a tolerably fair opinion of themselves, and evincing a large amount of cleverness and success in obtaining the most lucrative situations in advance of the really professional teacher. The Superannuated Fund was never intended for such; and they are the last that should find fault with a profession that serves them so good a turn, or malign those legislators who have with the greatest wisdom and liberality made this noble provision for the meritorious teacher in his old age, and who are endeavouring to raise the profession to a respectability that will induce clever men to adopt teaching as the business of their lives again. Again they complain that the license is *compulsory*, of course it is. But it is no more compulsory than other licenses, and teaching is not compulsory. If they do not choose to pay the license to teach, they are at liberty to buy an hotel-keeper's license, or an auctioneer's license, or to follow some pursuit that requires no license.

"I have had the pleasure of conversing with several gentlemen of position outside the profession, on this subject, and all argue that the Fund is a good one, that the four dollar license is not an insult, and that the present agitation is impolitic and against the best interests of the profession."

in reference to the Superannuated Fund, and that we feel a debt of gratitude to Dr. Ryerson for the introduction of said clause, believing it to be one of the most beneficial amendments in the New School Act."

OFFICIAL REGULATIONS IN REGARD TO THE SUPERANNUATION FUND.*

10. The regulations for the administration of the Superannuated Teachers' Fund, adopted by the Council of Public Instruction, are as follows:—

(1.) Teachers who became superannuated, or worn out, on or *before* the first day of January, 1854, and who produce the proofs required by law, of character and services as such, may share in this Fund according to the number of years they have respectively taught a Public School in Ontario, by depositing with the Chief Superintendent of Education, the preliminary subscriptions to the Fund required by law.

(2.) Every Teacher engaged in teaching *since* 1854, in order to be entitled, when he shall have become superannuated or worn out, to share in this Fund, must have contributed to it at the rate of five dollars per annum for each year, from the time when he began to teach, up to the time of his first annual subscription of four dollars (as required by the statute), for each subsequent year during which he was engaged in teaching. No subscriptions, either for arrears or otherwise, can be received from those who have ceased to teach, [and in all cases the annual payment, unless made within the year for which it is due, will be at the rate of five dollars.]

(3.) No Teacher shall be eligible to receive a pension from this Fund, who shall not have become disabled for further service, while teaching a Public School, or who shall not have been worn out in the work of a Public School Teacher.

(4.) All applications must be accompanied with the requisite certificates and proofs, according to the prescribed form and instructions. No certificate in favour of an applicant should be signed by any Teacher* already admitted as a pensioner on the Fund.

(5.) In case the Fund shall at any time not be sufficient to pay the several claimants the highest sum permitted by law, the income shall be equitably divided among them, according to their respective periods of service.

* NOTE.—APPLICATION FOR PENSION AS A SUPERANNUATED OR WORN OUT TEACHER.—(Minute No. 322.)

(Post Office.)

(Date.)

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The undersigned, an applicant for aid from the Superannuated or Worn out Teachers' Fund, hereby respectfully represents to the Chief Superintendent of Education—

1. That he is years of age.
2. That he was born (state the Country of birth) in .
3. That he commenced the profession of teaching in , in the year one thousand eight hundred and .
4. That he is connected with the Church.
5. That he commenced teaching a Public School in Ontario, in School Section number , in the Township of , County of , in the year one thousand eight hundred and .
6. That he has held certificates of qualification from , and that last certificate is from the Board of Examiners for , is dated , and is for the class.
7. That since he commenced teaching in the Province, he has been engaged as a teacher in the following places:—
8. That he has taught a Public School in Ontario for the full period of years, and has subscribed to the fund for the years .
9. That he has become disabled or worn out while in the work of teaching, and is unable to teach a school any longer.
10. That he ceased teaching the Public School in Section No. , in the Township of , County of , on the day of , 18 , and that he has not since been employed as a Public School Teacher.
11. That he, having become, in terms of the Act, incapacitated by infirmity from further service as a Public School Teacher, he respectfully applies for a pension from the Superannuated Public School Teachers' Fund.

(Sign name in full.)

REMARKS.—The foregoing application must be filled up in every particular, and be accompanied with satisfactory evidence on the following points:—

1. Of the good moral character, and sober steady habits, of the applicant.
2. Of the length of time such applicant has been engaged in teaching in Ontario, and for which he asks a pension.
3. From medical testimony, according to the prescribed form, that the applicant is unable to pursue that profession any longer.

(6.) Communications and subscriptions in connection with this Fund, are to be sent to the Chief Superintendent of Education.

V.—COMPREHENSIVE COURSE OF STUDY FOR THE PUBLIC SCHOOLS.

1. In dealing with this most important question, and in laying down a few general rules in regard to it, the following weighty words of the Bishop of Manchester, in his admirable report on the "School Systems of the United States and Canada," are highly suggestive:—

"The mistake that is commonly made in America, is one, I fear, that is taking some root in England—a confusion of thought between the processes that convey knowledge, and the processes that develop mental power, and a tendency to confine the work of the school too exclusively to the former. It is, perhaps, the inevitable tendency of an age of material prosperity and utilitarian ideas. Of course, the processes of education are carried on through *media* that convey information too, and a well educated man, if not necessarily is, at any rate, almost necessarily *becomes* a well informed man. But in my sense of things, the work of education has been successfully accomplished when a scholar has learnt just three things—what he really *does* know, what he does *not* know, and *how* knowledge is in each case acquired; in other words, education is the development and training of *faculties*, rather than to use a favourite American word, the "presentation" to the mind of *facts*. What was Aristotle's conception of the man whom he calls—'thoroughly educated?' Not, I take it, a man of encyclopædic information, but a man of perfectly trained and well-balanced mind, able to apply to any subject that may occupy his attention, its proper methods, and to draw from it its legitimate conclusions. Hence the proper functions of a sound system of education are to quicken the observation, strengthen the memory, discipline the reason, cultivate the taste; and that is the best system which gives to each faculty of our complex nature its just and proportionate development."

2. In the programme of studies, and limit table, adopted after due consideration, for our Schools in Ontario, the subjects essential to a good Public School education are prescribed and classified, as also the number of hours per week of teaching each subject; but the mode or modes of teaching and illustrating the several subjects specified in order, is left to the independent exercise of the genius and talents of each teacher. In preparing this programme, the Reports of the latest Royal Commissioners of England on Popular Education, and the opinions of the most experienced educationists, have been consulted. It will be seen from the number and order of the subjects, and the time prescribed per week for teaching each of them, that the first years of Common School studies are almost entirely devoted to teaching the three primary and fundamental subjects of a good education—reading, writing and arithmetic, including only such other subjects and to such a degree, as to relieve the pupils from the tedium of the more severe and less attractive studies, and to develop their faculties of observation and taste for knowledge, as suggested by the largest experience of the most advanced educators. The subjects of the programme are limited in both number and range to what is considered essential, and to what experience has proved can be thoroughly mastered by pupils of ordinary capacity and diligence within thirteen years of age. The thorough teaching of a few subjects, within practical limits, will do more for intellectual development, and for the purposes of practical life, than the skimming over a wide range of topics. The subjects of Natural Science required by the thirteenth section of the new School Act to be taught in the schools and provided in the programme, are such, and are prescribed to such an extent only, as is absolutely necessary for the advancement of the country,—in agriculture, the mechanical arts, and manufactures, apart from science and literature. And when the cheap and excellent text-books prescribed are examined in connexion with the subjects specified, it will be found that nothing has been introduced which is impracticable, or for mere show, but everything for practical use, and that which admits of easy accomplishments.

EDUCATION DIRECTED TOWARDS THE PURSUITS AND OCCUPATIONS OF A PEOPLE.

On this subject, Dr. Playfair gives the following striking illustration. He goes on to say:—

“The great advantage of directing education towards the pursuits and occupations of the people, instead of wasting it on dismal verbalism, is that, while it elevates the individual, it at the same time gives security for the future prosperity of the nation. There are instances of nations rich in natural resources of industry, yet poor from the want of knowledge, how to apply them; and there are opposite examples of nations utterly devoid of industrial advantages, but constituted of an educated people who use their science as a compensation for their lack of raw material. Spain is an example of the first class, and Holland of the second. Spain, indeed, is wonderfully instructive, and her story is well told by Buckle, for you see her rise in glory or fall in shame, just as there are conditions of intellectual activity or torpor among her inhabitants. Sometimes animated with life, Spain seeks a high position among nations; at other times she is in a death-like torpor. She is an apt illustration of that sentence: ‘He that wandereth out of the way of understanding, shall remain in the congregation of the dead.’ The Jews brought into Spain their habits of industry, and later, the Moors introduced the experience and science of their time; and they took root even in a country devastated by wars between Christians and Mahomedans. But Spain committed two great national crimes—the expulsion of the Jews at one time, and of the residue of the Moors at another. The last crime of 1609, by which 1,000,000 of Moriscoes were thrust forth from the kingdom, was avenged by suddenly depriving Spain of the accumulated industrial experience and science of centuries. After that act, education was only allowed so far as it did not interfere with ecclesiastical fears, and the country fell into a state of abject misery and dejection. A century after, the Duke de St. Simon, then French ambassador at Madrid, declared that science in Spain is a crime, and ignorance a virtue. During the next century, there was a period of three generations when foreign science and experience were imported by the Spanish kings, and the country began to rise again to some condition of education and prosperity. But in the last half-century it has relapsed, ecclesiastical power having again assumed its old sway, and Spain has returned to a position of obscurity, from which, let us hope, she may emerge by her late revolution. For this nation has everything in the richest profusion to make it great and prosperous. Washed both by the Atlantic and Mediterranean, with noble harbours, she might command an extensive commerce both with Europe and America. Few countries have such riches in the natural resources of industry. A rich soil and almost tropical luxuriance of vegetation might make her a great food-exporting nation. Iron and coal, copper, quicksilver and lead abound in profusion, but these do not create industries, unless the people possess knowledge to apply them. When that knowledge prevailed, Spain was indeed among the most advanced of industrial nations. Not only her metallurgic industries, but her cotton, woollen and silk manufactures were unequalled; her shipbuilding also was the admiration of other nations. But all have decayed because science withers among an uneducated people, and without science nations cannot thrive. Turn to Holland, once a mere province of Spain. She has nothing but a maritime position to give her any natural advantage. Not so bad, indeed, as Voltaire’s statement, that she is a land formed from the sand brought up on the sounding-leads of English sailors, though she is actually created from the debris of Swiss and German mountains brought down by the Rhine. Hence within her lands are no sources of mineral wealth; but she has compensated for its absence by an admirable education of her people. For my own country, I have no ambition higher than to get schools approaching in excellence to those of Holland. And so this mud-produced country, fenced round by dykes to prevent the ocean from sweeping it away, is thriving, prosperous and happy, while her old mistress—Spain—is degraded and miserable, unable in all Europe until lately to find a King who would undertake to govern her ignorant people.”

THE NEW SUBJECTS OF AGRICULTURE, COMMERCIAL INSTRUCTION, MECHANICS, DRAWING, PRACTICAL SCIENCES AND NATURAL HISTORY.

1. I may remark that one great object of the new School Act was to make our Public Schools more directly and effectively subservient to the interests of agriculture, manufactures and mechanics.

2. In my first special report on “a system of Public Elementary Education for”

per Canada," laid before the Legislature in 1846, I stated the institutions necessary for these purposes; and in the concluding remarks of my last two annual reports, I have expressed strong convictions on the subject. When we consider the network of railroads which are intersecting, as well as extending from one end to the other of our country, the various important manufactures which are springing up in our cities, towns and villages, and the mines which are beginning to be worked, and which admit of indefinite development, provision should undoubtedly be made for educating our own mechanical and civil engineers, and chief workers in mechanics and mines; but I here speak of the more elementary part of the work of practical education, which should be given in the ordinary Public Schools.

3. It must be admitted that though the general organization of our Public School System is much approved, and although the schools themselves have improved; yet that the knowledge acquired in them is very meagre—extending for practical purposes very little, and in many cases not at all, beyond what have been termed the three R's—Reading, 'Riting and 'Rithmetic, and that rather elementary. If the system of schools cannot be greatly improved, what is taught in the schools should be greatly advanced and extended, I entirely agree with the Hon. Mr. Carling, Commissioner of Agriculture, who, in a late able report, remarks:—

"Notwithstanding the great advancement we have made within a period comparatively short, I have a growing conviction that something more is required to give our education a more decidedly practical character, especially in reference to the agricultural and mechanical classes of the community, which comprise the great bulk of the population, and constitute the principal means of our wealth and prosperity. What now appears to be more specially needed in carrying forward this great work is, in addition to the ordinary instruction in Common Schools, the introduction of the elementary instruction in what may be termed the foundation principles of agricultural and mechanical science."

4. These views, to a limited extent, have been successfully acted upon in our Normal and Model Schools, but I propose to carry them into more certain and general operation, by the additional Lectureship in the Normal School, which has been established for the special purpose of preparing teachers to teach the subjects indicated in the Public and High Schools, and to make the teaching of them a part of the programme of instruction in our Public Schools. We have, already, in the Educational Museum the specimens of models necessary for a school of both the fine and some of the mechanical arts; and I trust there will soon be supplemented Schools of mechanical and civil engineering, if not of architecture, as also of manufactures and agriculture. But what I have said relates to the elementary education which may be imparted on these subjects in the Public and High Schools.

THE WAY IN WHICH THIS INSTRUCTION SHOULD BE GIVEN.

1. As to the only way in which instruction in these subjects should be given, we quote the following strikingly forcible language of Dr. Lyon Playfair on the subject. He says:

"The pupil must be brought in face of the facts through experiment and demonstration. He should pull the plant to pieces, and see how it is constructed. He must vex the electric cylinder till it yields him its sparks. He must apply with his own hand the magnet to the needle. He must see water broken up into its constituent parts, and witness the violence with which its elements unite. Unless he is brought into actual contact with the facts, and taught to observe and bring them into relation with the science evolved from them, it were better that instruction in science should be left alone. For one of the first lessons he must learn from science is not to trust in authority, but to demand proof for each asseveration. All this is true education, for it draws out faculties of observation, connects observed facts with the conceptions deduced from them in the course of ages, gives discipline and courage to thought, and teaches a knowledge of scientific method which will serve a life time. Nor can such education be begun too early. The whole yearnings of a child are for the natural phenomena around, until they are smothered by the ignorance of the parent. He is a young Linnaeus roaming over the fields in search

"of flowers. He is a young conchologist or mineralogist gathering shells or pebbles on the sea shore. He is an ornithologist, and goes bird nesting; an ichthyologist, and catches fish. Glorious education in nature, all this, if the teacher knew how to direct and utilize it. The present system is truly ignoble, for it sends the working man into the world in gross ignorance of everything that he has to do in it. The utilitarian system is noble in so far as it treats him as an intelligent being who ought to understand the nature of his occupation, and the principles involved in it. If you bring up a ploughman in utter ignorance of everything relating to the food of plants, of every mechanical principle of farm implements, of the weather to which he is exposed, of the sun that shines upon him, and makes the plants to grow, of the rain which, while it drenches him, refreshes the crops around, is that ignorance conducive to his functions as an intelligent being? All nations which have in recent years revised their educational systems, have provided a class of Secondary Schools for the industrial classes, especially devoted to teach them the principles of science and art relating to their industries. Holland compels every town of 10,000 inhabitants to erect such schools."

NECESSITY FOR TEACHING PRACTICAL SCIENCE IN THE SCHOOLS—EXAMPLES.

1. What Dr. Lyon Playfair has remarked, in an opening address to the Educational Section of the Social Science Congress held last year at Newcastle, in regard to English Elementary Schools and the teaching of practical science in them, applies largely to Canada:

"The educational principle of Continental nations is to link on primary schools to secondary improvement schools. The links are always composed of higher subjects, the three R's being in all cases the basis of instruction; elementary science, and even some of its applications, is uniformly encouraged and generally enforced. But as we have on schools corresponding to the secondary improvement schools for the working classes, we suppose we can do without, used as links. No armour-plate of knowledge is given to our future artizan but a mere veneer of the three R's, so thin as to rub off completely in three or four years of the wear and tear of life. Under our present system of elementary teaching, no knowledge whatever, bearing on the life-work of a people, reaches them by our system of State Education. The air they breathe, the water they drink, the tools they use, the plants they grow, the mines they excavate, might all be made the subjects of surpassing interest and importance to them during their whole life; yet of these they learn not one fact. Yet we are surprised at the consequences of their ignorance. A thousand men perish yearly in our coal mines, but no school master tells the poor miner the nature of the explosive gas which scorches him, or of the after damp which chokes him. Boilers and steam-engines blow up so continually that a Committee of the House of Commons is now engaged in trying to diminish their alarming frequency, but the poor stokers who are scalded to death, or blown to pieces, were never instructed in the nature and properties of them. In Great Britain alone more than one hundred thousand people perish annually, and at least five times as many sicken grievously, out of pure ignorance of the laws of health, which are never taught them at school."

2. In regard to the study of Natural Science in the Schools, the Royal Commissioners appointed to enquire into systems of Schools, say:—

"We think it established that the study of Natural Science develops better than any other studies the observing faculties, disciplines the intellect by teaching induction as well as deduction, supplies a useful balance to the studies of language and mathematics, and provides much instruction of great value for the occupations of after life."

THE STUDY OF NATURAL HISTORY IN THE SCHOOLS.

1. In further illustration of this subject, I beg to add a few words by Professor Agassiz, formerly a distinguished teacher in Switzerland, latterly a more distinguished professor in the United States. In an address at an educational meeting in Boston "on the desirability of introducing the study of natural history into our Schools, and of using that instruction as a means of developing the faculties of children and leading them to a knowledge of the Creator," Professor Agassiz observes:

"I wish to awaken a conviction that the knowledge of nature in our days lies at the very foundation of the prosperity of States ; that the study of the phenomena of nature is one of the most efficient means for the development of the human faculties, and that, on these grounds, it is highly important that this branch of education should be introduced into our Schools as soon as possible. To satisfy you how important the study of nature is to the community at large, I need only allude to the manner in which, in modern times, man has learned to control the forces of nature, and to work out the material which our earth produces. The importance of that knowledge is everywhere manifested to us. And I can refer to no better evidence to prove that there is hardly any other training better fitted to develop the highest faculties of man than by alluding to that venerable old man, Humboldt, who was the embodiment of the most extensive human knowledge in our day, who acquired that position, and became an object of reverence throughout the world, merely by his devotion to the study of nature. If it be true then, that a knowledge of nature is so important for the welfare of States and for the training of men to such high positions among their fellows, by the development of their best faculties, how desirable that such a study should form part of all education ! And I trust that the time when it will be introduced into our Schools will only be so far removed as is necessary for the preparation of teachers capable of imparting that instruction in the most elementary form. The only difficulty is to find teachers equal to the task, for, in my estimation, the elementary instruction is the most difficult. It is a mistaken view with many, that a teacher is always efficiently prepared to impart the first elementary instruction to those entrusted to his care. Nothing can be further from the truth ; and I believe that in entrusting the education of the young to incompetent teachers, the opportunity is frequently lost of unfolding the highest capacities of the pupils, by not attending at once to their wants. I have been a teacher since I was fifteen years of age, and I am a teacher still, and I hope I shall be a teacher all my life. I do love to teach ; and there is nothing so pleasant to me as to develop the faculties of my fellow beings who, in their early age, are entrusted to my care ; and I am satisfied that there are branches of knowledge which are better taught without books than with them ; and there are some cases so obvious, that I wonder why it is that teachers always resort to books when they would teach some new branch in their schools.—When we would study natural history, instead of books let us take specimens—stones, minerals, crystals. When we would study plants, let us go to the plants themselves, and not to the books describing them. When we would study animals, let us observe animals."

2. Thomas Carlyle wrote,—“For many years it has been one of my constant regrets, that no schoolmaster of mine had a knowledge of natural history, so far, at least, as to have taught me the little winged and wingless neighbours that are continually meeting me with a salutation which I cannot answer, as things are ; but there will come a day when, in all Scottish towns and villages, the schoolmasters will be strictly required to possess such capabilities.”

THE VALUE OF DRAWING IN OUR SCHOOLS.

1. So important and necessary was drawing (which is now prescribed in our Schools), felt to be, as a branch of learning, that in 1870, the Legislature of Massachusetts passed the following law on the subject :

“The General Statutes are hereby amended so as to include Drawing among the branches of learning which are by said Section required to be taught in the Public Schools.

“Any City or Town may, and every City and Town having more than ten thousand inhabitants shall, annually make provision for giving free instruction in Industrial or Mechanical Drawing, to persons over fifteen years of age, either in day or evening schools, under the direction of the School Committee.”

2. On this enactment, the Secretary of the Board of Massachusetts remarks :

“This is one of the most important laws of the Session of 1870, and is destined, I

"doubt not, to produce lasting and beneficial results. It will not, therefore, be out of place, to give a brief account of the steps which led to its enactment. * * *

"In response to a petition presented to the Legislature, in June, 1869, by several of the leading citizens of Boston, a Resolve was passed directing the Board of Education "to consider the expediency of making provision by law for giving free instruction to "men, women, and children in mechanical drawing, either in existing schools, or those "to be established for that purpose, in all the towns in the Commonwealth having more "than five thousand inhabitants, and report a definite plan therefor to the next general "Court."

"The Board cordially entered upon the task thus committed to them. * * * *
"The Petition and Resolves were referred to a Special Committee, with instructions to "make such enquiries as they deemed advisable, and report their conclusions for the "consideration of the whole Board. This resulted in the issuing of a circular, asking for "the opinions of gentlemen connected with the various mechanical and manufacturing "industries of the Commonwealth, of others familiar with the workings of our system of "Public Instruction, and especially of gentlemen eminent for their skill and experience in "this particular department of instruction.

"The communications received were presented to the Board, accompanied by a brief "and able report. The report presented met with the unanimous approval of the Board, "and it was voted to recommend to the Legislature the following action, to wit:

"That a law be passed requiring: 'First, that elementary and freehand drawing be "taught in all the Public Schools of every grade in the Commonwealth; and, Second, "that all Cities and Towns having more than ten thousand inhabitants be required to "make provision for giving annually, free instruction in industrial or mechanical drawing "to men, women, and children in such manner as the Board of Education shall prescribe.'

"The recommendations were favourably received by the Legislature, and embodied in "the foregoing Act, and in an Order of the House of Representatives to print in pamphlet "form two thousand copies of such of the communications above named as the Board "should designate."

"These are papers of rare value, treating of the subject of drawing in its relation to "general education, to our various mechanical and manufacturing industries, to high culture "in art, and indicating the most approved methods of teaching it, both in the Public "Schools, and in special classes."

3. The English Commissioners in their report thus summarise the opinions of those gentlemen examined by them in regard to the subject of Drawing. They say:

"Mr. Stanton remarks that 'whether we regard it as a means of refinement, or as an "education for the eye, teaching it to appreciate form, or as strengthening habits of "accurate observation, or again as of direct utility for many professions and trades, it is "equally admirable.' Dr. Hodgson stated it as his opinion that 'drawing should be "taught to every child as soon as he went to school, and added that it was already taught "to all the boys (nearly 1,000) in the Liverpool Institute.' From Mr. Samuelson's letter "to the Vice-President of the Committee of Council on Education, drawing appears to be "always regarded as a most important subject of instruction in the technical schools on the "continent; and the bearing of this on the excellence ascribed to the foreign artisans and "superintendents of labour cannot be mistaken."

PROVISION FOR TEACHING VOCAL MUSIC IN OUR SCHOOLS.

1. Vocal music being now required to be taught in our Schools, we insert the following striking illustration of its value and importance as a softening and humanizing influence as a subject of instruction, from the report of the Secretary of the Board of Education in Connecticut, for this year. It will be seen how successfully he combats the statement so often put forth that instruction in vocal music is of no practical use to large numbers of children, because of their inability to sing. He says:

"Music is taught in our best Schools and should be in all. In many instances it has "taken its proper place as one of the regular studies. It is the testimony of multitudes

“of Teachers, that music helps instead of hindering progress in other studies. It stimulates the mental faculties and exhilarates and recreates pupils, when weary with study. Some branches are pursued largely for the mental discipline which they impart. No study that can be taken up so early, is a better discipline in rapid observation and thinking; none so early and easily develops the essential power of mental concentration. In singing by note, a child must fix his thoughts and think quickly and accurately. The habit of fixing the attention thus early formed, will aid in all other studies. There is abundant testimony that Scholars progress more rapidly in the common branches, where singing is taught. Vocal music aids in graceful reading, by promoting better articulation, improving the voice and correcting hard and unpleasant tones. The influence in cultivating the sensibilities, improving the taste and developing the better feelings of our nature, amply compensate for the time required for this study. Its efficacy in School Government, making work a play, giving a systematic recreation—enjoyed the more because always in concert, and with the sympathy and stimulus of companionship—is admitted by the most successful Teachers. Trouble in the school-room often comes from that restlessness, which proper intervals of singing would best relieve. Singing is a healthful, physical exercise. In primary schools, gymnastic exercises often accompany the singing. When children are trained to erectness of posture, and to the right use of the vocal organs, speaking, reading and singing are most invigorating exercises; expanding the chest, promoting deep breathing, quickening the circulation, and arousing both the physical and mental energies. Diseases of the respiratory organs, are the great scourge of this climate, and occasion more than one-fifth of our mortality. It is said that in New England and New York, more than forty thousand die annually of diseases of the throat and lungs. The remarkable exemption of the German people, alike in Germany and America, from pulmonary disease, is attributed, by eminent medical authority, largely to the universal habit of singing, in which they are trained from their earliest years, both at home and at school. Thus their lungs are expanded and invigorated. The broad chest is a national characteristic. There is a common but erroneous impression that only a favoured few can learn music. How is it then that every child in Germany is taught singing as regularly as reading? But facts may be found nearer home. In late examinations of all the schools in New Haven, ‘only two hundred and forty-eight children out of over six thousand were found unable to sing the scale, and one hundred and forty of these belonged to the primary grades; that is, out of this multitude, only one hundred and eight above the primary grades could not sing. Superintendent Parish, says: ‘A systematic course of training the voices of the little ones in the primary rooms, has been commenced. Thus far the experiment has been a complete success. Children from five to eight years of age, readily sing the scale, singly and in concert, and read from the blackboard, notes on the staff by numerals and syllables with as little hesitation as they call the letters and words of their reading lesson.’ In the Hancock School of Boston, of about one thousand girls, less than a dozen were unfitted from all causes for attaining to a fair degree of success in singing. General Eaton, the National Commissioner of Education, and Governor English, when visiting the schools in New Haven, expressed their surprise and gratification at hearing children in the primary schools, sing at sight exercises marked on the black-board by the Teacher. ‘The exercises are placed on the black-board in the presence of the scholars, and they are required to sing them once through without the aid of Teacher or instrument, and are marked accordingly.’”

FACILITIES FOR GIVING A PRACTICAL COMMERCIAL EDUCATION IN THE SCHOOLS.

One of the felt wants in our system of Public and High Schools, has been facilities for giving boys instruction in matters relating to Commercial and business transactions. That want has been supplied; and both in the High and Public School Law provision has been made for giving pupils instruction in subjects relating to Commercial education. For years this subject has received attention in Model School of Ontario, and boys have been thoroughly prepared in book-keeping and other kindred branches, so as to fit them at once for practical work in the counting-house and other departments of mercantile life. The result has been, that boys trained there, have been much sought after by merchants

and others. In the Schools generally, beyond a little theoretical book-keeping, no special attention has been hitherto paid to commercial subjects; but in the new programme of study prescribed for the Schools, pupils are required:

"1. To be practically acquainted with Compound and Conjoined Proportion, and with Commercial Arithmetic, including Practice, Percentage, Insurance, Commission, Brokerage, Purchase and Sale of Stock, Custom House Business, Assessment of Taxes and Interest.

"2. To know the definition of the various account books used. To understand the relation between Dr. and Cr., and the difference between Single and Double Entry.

"3. To know how to make original entries in the books used for this purpose, such as Invoice Book, Sales Book, Cash Book and Day Book.

"4. To be able to journalize any ordinary transaction, and to be familiar with the nature of the various accounts in the Ledger, and with the mode of conducting and closing them.

"5. To be familiar with the forms of ordinary Commercial paper, such as Promissory Notes, Drafts, Receipts for the payment of money, &c.

"6. In the English Course for the High Schools, pupils are required to be acquainted with Commercial forms and usages, and with practical Telegraphy."

VI.—PROVIDING ADEQUATE SCHOOL ACCOMMODATION.

1. The new School Act very properly declares that Trustees "shall provide adequate accommodations for all the children of school age [*i.e.*, between the ages of five and twenty-one years, resident] in their school division." (*i.e.*, school section, city, town, or village.) [It also provides that "no school section shall be formed which shall contain less than fifty resident children, between the ages of 5 and 16 years, unless the area of such section shall contain more than four square miles." These "accommodations," to be adequate, should include (as prescribed by the special regulations)—

(1.) A site of an acre in extent, but not less than half an acre.*

(2.) A school-house (with separate rooms, where the number of pupils exceeds fifty), the walls of which shall not be less than ten feet high in the clear, and which shall not contain less than nine square feet on the floor for each child in attendance, so as to allow an area in each room, for at least one hundred cubic feet of air for each child.† It shall also be sufficiently warmed and ventilated, and the premises properly drained.

(3.) A sufficient fence or paling round the school premises.

(4.) A play-ground, or other satisfactory provision for physical exercise, within the fences, and off the road.

(5.) A well, or other means of procuring water for the school.

(6.) Proper and separate offices for both sexes, at some little distance from the school-house, and suitably enclosed.

(7.) Suitable school furniture and apparatus, viz.: desks, seats, blackboards, maps, library, presses and books, etc., necessary for the efficient conduct of the school.

2. In his official visitations to the schools, the Inspector is required to inquire into the tenure of the property; the materials, dimensions, and plan of the building; its condition; when erected; with what funds built; how lighted, warmed, and ventilated; if any class rooms are provided for the separate instruction of part of the children; if there is a lobby, or closet, for hats, cloaks, bonnets, book-presses, &c.; how the desks and

* *Size of School Grounds.*—The school grounds, wherever practicable, should, in the rural sections, embrace an acre in extent, and not less than half an acre, so as to allow the school-house to be set well back from the road, and furnish play-grounds within the fences. A convenient form for school grounds will be found to be an area of ten rods front by sixteen rods deep, with the school-house set back four or six rods from the road. The grounds should be strongly fenced, the yards and outhouses in the rear of the school, house being invariably separated by a high and tight board fence; the front grounds being planted with shade trees and shrubs. For a small school, an area of eight rods front by ten rods deep may be sufficient, the school-house being set back four rods from the front.

† Thus, for instance, a room for fifty children would require space for 5,000 cubic feet of air. This would be equal to a cube of the following dimensions in feet, viz.: 25 × 20 × 10, which is equivalent to a room 25 feet long by 20 wide and 10 feet high.

seats are arranged and constructed ; what arrangements for the teacher ; what play-ground is provided ; what gymnastic apparatus (if any) ; whether there be a well, and proper conveniences for private purposes ; and if the premises are fenced or open on the street or road ; if shade trees and any shrubs or flowers are planted.

3. In his inquiries in these matters, the Inspector is especially directed to see whether the law and regulations have been complied with in regard to the following matters : (should he discover remissness in any of them, he is directed to call the attention of the trustees to it, before withholding the school fund from the section, with a view to its remedy before his next half-yearly visit) :—

(1.) *Size of Section.*—As to the size of the school section, as prescribed by the fifteenth section of the School Law of 1871.

(2.) *School Accommodation.*—Whether the trustees have provided “adequate accommodation for all children of school age [i.e., between the ages of five and twenty-one years, resident] in their school division,” [i.e., school section, city, town, or village], as required by the second section of the School Act of 1871.

(3.) *Space for air.*—Whether the required space of nine square feet for each pupil, and the average space of one hundred cubic feet of air for each child have been allowed in the construction of the school house and its class-rooms.

(4.) *Well ; Proper Conveniences.*—Whether a well or other means of procuring water is provided ; also, whether there are proper conveniences for private purposes of both sexes on the premises.

4. The Trustees having made such provision relative to the School-house and its appendages, as are required by the *fourth* clause of the *twenty-seventh* section, and the *seventh* clause of the *seventy-ninth* section of the Consolidated School Act, and as provided in regulation 9 of the “*Duties of Trustees*,” it is made by the Regulation, the duty of the Master to give strict attention to the proper ventilation and temperature,* as well as to the cleanliness of the School-house ; he shall also prescribe such rules for the use of the yard and out-buildings connected with the School-house, as will insure their being kept in a neat and proper condition ; and he shall be held responsible for any want of cleanliness about the premises. He is also required to see that the yards, sheds, privies, and other out-buildings are kept in order, and that the School-house and premises are locked at all proper times ; and that all deposits of sweepings, from rooms or yards, are removed from the premises.

PROCEEDINGS IN OTHER COUNTRIES IN REGARD TO SCHOOL ACCOMMODATION.

1. In England “the (Parliamentary) Grant is withheld altogether.—If the school be not in a building certified by the Inspector, to be healthy, properly lighted, drained and ventilated, supplied with offices, and containing in the principal school-room at least 80 cubical feet of internal area per each child in average attendance.”

2. In the N. Y. State Report for 1868, we learn that : “In regard to the changes made in the School-houses of Onondago County, four districts, after being notified that their School-houses would be condemned as unfit for school purposes, unless soon repaired or new ones built, have gone to work with a good will, and now have, in each of these districts, houses which are ornaments and an honour to the men whose influence and steady toiling caused the old unfit habitations to give place to the new.”

3. In Section 29 of the New School Act for Nova Scotia, (many details of which are copied from our Acts) passed in May, 1871, the following are the provisions, in regard to School Accommodation. They are even more comprehensive and minute than ours :—

“The school accommodation to be provided by the district [school section] shall “as far as possible, be in accordance with the following arrangements :—

“For a district having fifty pupils or under, a house with comfortable sittings, with “one teacher.

* NOTE.—*Temperature.*—In winter the temperature during the first school hour in the forenoon or afternoon should not exceed 70°, nor 66° during the rest of the day.

"For a district having from fifty to eighty pupils, a house with comfortable sittings and a good class-room, with one teacher and an assistant. *

"For a district having from eighty to one hundred pupils, a house with comfortable sittings and two good class-rooms, with one teacher and two assistants, or a house having two apartments, one for an elementary and one for an advanced department, with two teachers: Or if one commodious building cannot be secured, two houses may be provided in different parts of the district, with a teacher in each, one being devoted to the younger children, and the other to the more advanced.

"For a district having from one hundred to one hundred and fifty pupils, a house with two adequate apartments, one for an elementary and one for an advanced department, and a good class-room accessible to both; with two teachers, and, if necessary, an assistant; or if the district be long and narrow, three houses may be provided, two for elementary departments, and one for an advanced department, the former being located towards the extreme of the district, and the latter at or near the centre.

"For a district having from one hundred and fifty to two hundred pupils, a house with three apartments, one for an elementary, one for an advanced, and one for a High School, and at least one good class-room common to the two latter, with three teachers, and, if necessary, an assistant; or if necessary, schools may be provided for the different departments in different parts of the district.

"And generally, for any district having two hundred pupils and upwards, a house or houses with sufficient accommodation for different grades of elementary and advanced schools, so that in districts having six hundred pupils and upwards, the ratio of pupils in the elementary, advanced and High School departments, shall be respectively about eight, three, and one."

4. In Nova Scotia, the Board of School Examiners appointed for each district by the Governor in Council, is authorized by law "To declare upon the Inspector's report, or upon other reliable information, the School-house, or houses or buildings used as such, unfit for school purposes, and shall forward such declaration to the trustees of the section, and the Board shall thereafter withhold all Provincial aid from any such section, if measures are not adopted whereby a suitable house or houses may be provided, according to the ability of the section." From the regulations of the Council of Public Instruction on this subject, we make the following extracts:—"As to the size and commodiousness of the building, provision should be made for one-quarter of the population of the section; and whatever that number may be, the School-house should be of such capacity as to furnish to each scholar at least 150 cubic feet of pure atmospheric air, or seven square feet of superficial area, with ceiling running from 13 to 16 feet in height.

"The American mode of arranging the seats in School-houses is now almost unanimously admitted to be the best (see plans). By this plan the teacher is enabled to have his eye upon every pupil, and every pupil to have his eye upon the teacher. According to this method, and allowing for the length either 6 or 8 feet for entrance hall, 4 to 5 feet for teacher's platform, 4 to 5 feet between the platform and desks, and 2 feet 6 or 9 inches (according to the size of pupils) for each desk and seat together, and allowing 2 feet for the aisles, from 3 feet 6 inches to 4 feet, in graded schools, for each desk, and at least two feet for divisions between rows of desks, the following divisions will furnish accommodation for the number of scholars prefixed:—

"Plans.	}	24 scholars, 26 × 21 clear, 6 feet hall, 3 rows of desks.
"No. 1.		30 " 29 × 21 " " " "
		36 " 32 × 21 " " " "

"No. 2, 46 " 35 × 26 " 8 feet hall, with single desks at sides, and three rows of graded desks in centre.

"No 3. 56 scholars, 40 × 27 clear, with class-room.

* NOTE. The School law in Nova Scotia is identical with our Regulations on this subject—that for every fifty pupils there shall be an assistant teacher. Referring to this provision, Dr. Fraser, (Bishop of Manchester), in his Report says:—"It is generally agreed in America that 50 scholars is the maximum number that can safely be committed to one teacher, though in carefully graded schools teachers are frequently found in charge of more."

"Adding 2 feet 9 inches to the length for every additional row of desks. Where the number of scholars amount to upwards of fifty, there should be a class-room attached.

"Plans of School-houses have been issued by the Council of Public Instruction, and the requirements of the Act are so explicit as to be a sufficient guide to Boards of Trustees."

5. In Prince Edward Island the law declares that, "Every School-house hereafter to be erected and used as such, within any district now or hereafter established under this Act, and not already contracted to be built, shall not be less in clear area than four hundred square feet, nor in the height of post than ten feet clear between the floor and ceiling, or be built nearer to the highway than ten yards."

6. In Victoria (Australia) no School receives aid from the Central Board unless the following (among other conditions) be complied with, viz:—"That in the new case of new buildings the School-room contain not less than eight square feet for each child in average attendance, and that the walls be not less than ten feet in height to the eaves; that in all cases the School-room be sufficiently warmed, ventilated and drained; that there be proper and separate offices for both sexes; that there be a play-ground attached, or other satisfactory provision made for physical exercise; and that the School be properly provided with the amount of school-furniture and apparatus, viz.: desks, forms, blackboards, maps, books, &c., necessary for the efficient conduct of such School."

7. In South Australia "grants in aid are allowed towards the cost of building School-houses, to an amount not exceeding two hundred pounds for each School. The conditions to be observed in order to obtain this assistance are, that a declaration must be made by the trustees that the building for which the grant is conceded shall be used for Public School purposes, and no other, without our written assent; that the area shall not be less than 600 square feet; that the building shall be substantially constructed, and composed of good material; and that it shall be properly furnished with the usual appliances for teaching.

"Approved plans and specifications for the building of District School-houses are supplied by us for the guidance of the promoters; but a departure from the plans is allowed if sufficient reason be shown for it."

8. In Sweden a piece of land, from one to twelve acres, is attached to each School for the benefit of the teacher and the pupils. In 1867, the number of Schools possessing such a piece of land for working was 2,016. In Norway the School Districts must, in addition to salary, furnish the teacher with a dwelling-house, with land enough to pasture at least two cows, and lay out a small garden.

VII.—SUPERSEDING SCHOOL SECTION DIVISIONS, AND ESTABLISHING TOWNSHIP BOARDS OF EDUCATION.

Ever since 1850, there has been a provision in the School Acts for the establishment of Township Boards, as contained in the thirty-second section of the Consolidated School Act; but by the unfortunate wording of that section, no such Board could be established without a majority of votes in every single School section of the township. It has occurred that out of twenty School Sections in a township, the majority of the rate-payers in *nineteen* of them voted for the establishment of a Township Board, but the majority in *one* section voted against it, and thus defeated the wishes of the nineteen-twentieths of the rate-payers. Under these circumstances, the thirty-second section of the School Act has remained a dead letter for twenty years, and no fair means have existed as yet to give it a trial, though a large majority of the County School Conventions, on two occasions, have voted to do so. It is therefore proposed in the Act to leave it to the municipal council of each township, when the circumstances and opinions of competent persons in any township may render it desirable to form such township into one School municipality, under one Board of Trustees, as is the case in cities, towns and villages, doing away with the inconvenience of separate School section divisions and rates, and leaving parents to send their children to the nearest School.

TOWNSHIP BOARDS IN VARIOUS AMERICAN STATES.

1. After long trying the School section system, Massachusetts, Pennsylvania, Ohio, Iowa,

Wisconsin and other States, have adopted the Township Board system, and pronounce it immensely superior to the School section system. In the State of New York, a compromise system is authorized by the School law; that is, one or more districts (school sections) can "either severally or jointly resolve themselves into Union Free School districts, with Boards of Education, having authority to grade and classify the Schools under their charge." From the report of the Superintendent of Public Instruction for 1870 we learn that there are now 250 such united districts in the State; of them he says: "Having had frequent occasion to examine the provisions of this law (*i. e.* the 'Union Free School Act'), and being somewhat familiar with its workings, I am of the opinion that it is the best School system yet devised for all localities where the number of scholars, as in villages, is sufficient to admit of a thorough classification." Dr. Fraser, in his Report to the English Commissioners, says:—"In the State of New York, Union Schools [or united sections] appear to be the most popular and flourishing of all the rural Schools." In this Province, the township council, if the experiment should not prove satisfactory, can at any time, repeal its own by-law establishing such Board.

2. The Secretary to the State Board of Education in Connecticut, thus graphically illustrates the comparative effects of the adoption of the Township over the School Section system in that State. In order to understand the facts as stated, we have found it necessary to change the words "town" to *township*, and "district" to *School Section*, where they occur.

"The tendency to manage Schools Township-wise, is growing. More Townships united their School Sections last year than in any former one. *Once united they stay so.* At least there is no instance where a Township has taken this step and after grading any of its Schools, gone back to the School Section plan. Let public sentiment advance as it has done for five years, and the School Section system will soon be abandoned.— Nearly all the friction in the Free School plan comes from the difficulty in getting the new engine into gear with the rusty cog-wheels of the old and worn out machine. They make poor partners as would the locomotive and the "one-horse shay." The people are fast learning the economy and efficiency of the Township system. They see that it favours the wise expenditure of the public money, gains better and more permanent teachers, longer schools, and helps the poorer and outlying School Sections. The Township system too lessens the frequency of tax assessments and collections. Many a house is going to decay because the funds requisite for such purposes would necessitate a Section tax. The expense of the assessment and collection of such a tax makes too large a share of the tax itself. In most of the Sections the amounts thus provided were very small. So small that it would have been wiser and more economical for the Township to pay the bills. * * * Facts on this subject are better than theories, I have, therefore, requested one of the School visitors of Branford, to describe the effects of the change in that Township. His published letter shows what they did, how they did it, what they gained by it, and why they voted almost unanimously '*not to go back.*' It will be seen that prior to the union there was much ill-feeling in regard to School matters, that the discipline was deplorable, average attendance low, and the teachers changed generally every term; under the new system the people are better satisfied.— School Committee and Teachers more permanent, Schools graded, terms lengthened, the motion made at the last annual meeting to reduce the School year from forty to thirty weeks, not receiving a single vote. The average attendance has improved twenty-five per cent. Scholarship wonderfully improved—one hundred per cent better than it was four years ago."

3. The late Horace Mann, so noted for his enlightened views on education, deprecating the District or School Section system, says:—"I consider the law authorizing Townships to divide themselves into [School Sections] *the most unfortunate on the subject of Common Schools ever enacted in the State [of Massachusetts].* In this opinion, ex-Governor Boutwell and the eminent educationist of the same State, concurs and hopes, that the day will speedily be seen when every township in its municipal capacity will manage its schools and equalize the expenses of education."

VIII.—AUTHORIZING THE ESTABLISHMENT OF INDUSTRIAL SCHOOLS.

Although the School Law of 1850 authorized Boards of Trustees in cities, towns and villages, to establish "any kind or description of Schools" they might see fit, yet it was regarded as doubtful whether it was sufficiently comprehensive to admit the establishment of Industrial Schools. To remove this doubt, and to give effect to the wishes of many interested in the condition of the "street arabs" of our cities, towns and villages, the section of the Act authorizing the establishment of these Schools was passed, as follows:—"42. The Public School Board of each city, town and village may establish one or more Industrial Schools for otherwise neglected children, and to make all needful regulations and employ the means requisite to secure the attendance of such children, and for the support, management and discipline of such School or Schools." The third section of the Act also provides, "that refractory pupils may be, where practicable, removed to an Industrial School."

IX.—SEPARATE COURSE OF STUDY FOR THE HIGH SCHOOLS.

1. One important object of the new law was to discriminate, by a clearly defined line in the course of study, between Public and High Schools, and to prescribe a separate programme of studies for High Schools. In practice it had been found that, in the anxiety of Trustees and masters of our Grammar Schools to crowd children into the Grammar Schools, in the fallacious hope thereby to increase the grant to their Schools, they had virtually merged the Grammar into the Common School, with the nominal addition in most cases of only a little Latin and Greek. The object of the High School sections of the new Act is to put an end to this anomalous state of things, and to prescribe for each class of Schools its own legitimate work. By means of the now increased inspection of the High Schools, and the improved inspection of the Public Schools, we hope to see the work prescribed by the respective Programmes of study faithfully performed by each.

2. In point of fact, the Grammar Schools have never occupied the position which they ought to have done in the country. They were originally designed to be Classical Schools, but they were made the Schools of certain classes, rather than Classical Schools, wholly doing, or professing to do, Common School work for certain classes—thus being made and viewed as a kind of aristocratic schools, poaching upon the ground of Common School work, and being regarded as distinct from, and even antagonist to, the Common Schools, rather than supplementary to them and identical with them in the public interests. It has, therefore, been found extremely difficult to get any considerable support for them from local sources. To get support enough to exist, more than two-thirds of the Grammar School Boards have had to seek amalgamation with the Common School Boards of their localities; but this amalgamation is attended with many inconveniences and does not by any means accomplish the objects proposed. Nevertheless, it has not been deemed expedient to interfere with this amalgamation in any way, but to leave the Boards of Trustees as formerly to unite, or, when united, to dissolve the union at their pleasure. The necessity for the union does not now exist as before, since the Legislature has in effect declared that High Schools shall be provided for by local rate equally with Public Schools. It should be remembered, however, that the experience of the great cities in the neighbouring States shows, that consolidating all the Public Schools in cities and towns under one Board of Management, and that Board elected chiefly by the ratepayers, has contributed even more to the efficient support and elevation of the classical School than to that of the Public Schools.

3. In the programme of study for High Schools, prescribed under the new Act, it is especially provided that they shall be High English Schools as well as Elementary Classical Schools, and for girls as well as for boys. When it is provided in the Act that in each High School, "provision shall be made for teaching to both male and female pupils the higher branches of an English and Commercial Education, including the Natural Sciences, with special reference to Agriculture," it was clearly intended that the lower or elementary branches of an English education should not be taught in the High Schools, but in the Public Schools. It was also intended that all pupils to be eligible for admission to

the High Schools for the study of classics, as well as for higher English, must first be grounded in the elements of a sound education in their own native language, as strongly urged by the latest Royal and Parliamentary Commission on Education in England, but strangely overlooked hitherto, as little boys six and seven years of age have been put to the study of ancient and foreign languages, and left to grow up to manhood without ever having been formally taught their native tongue, or the essential elements of a practical English education. This anomaly is provided against by the new Act in the future education of Canadian youth, at least so far as the Public High Schools are concerned, and the Council of Public Instruction has prescribed, that "the subjects of examination for admission to the High Schools shall be the same as those prescribed for the *first four classes* of the Public Schools." It will be seen from the explanatory remarks preceding the programme, that some subjects of the fourth class of the Public School programme are omitted in regard to pupil candidates for the *classical course* of the High School. The examination for admission to the High School must be *on paper*, and the examination papers with the answers are to be preserved for the examination of the High School Inspector, that he may not depend wholly on the individual examination of pupils as to whether the regulations have been duly observed in the examination and admission of pupils.

4. It is to be observed also, that though pupils are eligible for promotion from the Public to the High School, after passing a satisfactory examination in the subjects of the first four classes of the former, omitting Natural History, Chemistry and Botany, for it is quite at the option of the parents or guardians of pupils, whether they shall enter the High School or not before they complete the whole programme of studies in the Public Schools when they can enter an advanced class in the High School.

5. The fundamental principle of our system of Public Instruction is, that every youth, before proceeding to the subjects of a higher English or of a classical education, shall first be grounded in the elementary subjects of a Public School education. No candidates are, therefore, eligible for admission to the High Schools except those who have manifested proficiency in the subjects of the first four classes of the Public School programme, by passing a satisfactory examination.

6. The objects and duties of the High Schools are two fold :

First, commencing with pupils who (whether educated in either a public or private school) are qualified as above, the High Schools are intended to complete a good English education, by educating pupils not only for commercial, manufacturing and agricultural pursuits, but for fulfilling with efficiency, honour and usefulness, the duties of Municipal Councillors, Legislators, and various public offices in the service of the country.

The *Second* object and duty of the High Schools (commencing also with pupils qualified as above,) is to teach the languages of Greece and Rome, of Germany and France, the Mathematics, &c., so far as to prepare youth for certain professions, and especially for the Universities, where will be completed the education of men for the learned professions, and for the Professorships in the Colleges, and Masterships in the Collegiate Institute and High Schools.

X.—COLLEGIATE INSTITUTES, OR LOCAL COLLEGES.

The High Schools having of necessity been thrown open to girls, and provision having been made in them for giving a purely English education apart from Classics, it was thought desirable to prevent the possible extinction in our Educational system of a purely Classical School which should serve as a proper link between the Public School and the University. With this view, a provision was introduced into the High School portion of the Act authorizing the establishment of Collegiate Institutes, and fixing the minimum standard to be reached, by any High School—the Trustees of which desired it to be recognized as a Collegiate Institute. This standard is the daily average attendance of at least sixty boys in Greek and Latin, and the employment, *bona fide*, of at least four masters who shall devote the whole of their time to the work of instruction in the Institute. The standard fixed is not an ideal one, but has already been surpassed by more than one of our existing High Schools. It is hoped that the establishment throughout the country of local colleges of the comparatively high standard which such institutions must reach and

maintain, in order to be recognized as such, will be a great and substantial boon to the country, and will promote in the highest degree the best interests of superior education throughout the Province.

THE STUDY OF LATIN IN COLLEGIATE INSTITUTES.

Among the many reasons which justify the provision in the new School Act, requiring an absolute daily average attendance in Collegiate Institutes of at least sixty boys in Greek and Latin, are the following which we have quoted, with the recommendations of the English Royal Commissions on the subject. In their Report of 1868 they say :—

“All the masters examined by us appear to be agreed that nothing teaches English grammar so easily or so well as Latin grammar, and next to that they would place the teaching of some other foreign grammar, such as French. The preference is given to Latin for many reasons. There is something, no doubt, in the beauty of the language itself. But the chief stress is laid on the fulness and precision of its accidence, in which no modern language can rival it. Further, it has entered so largely into English, that the meaning of a very large proportion of our words is first discovered to us on learning Latin. And to a no less degree has it entered into English literature, so that many of our classical writers are only half intelligible unless some knowledge of Latin precede the reading. Latin again is a common gateway to French, Italian and Spanish. Some teachers even maintain that French can be taught more easily in company with Latin, then by giving all the time to French alone.” * * *

In order to give force and weight to their opinions, the Commissioners state that :—

“The witnesses whom we examined on this question may be divided into three classes :—1. Schoolmasters who spoke from their own experience. 2. Professional men, who described the general education which they thought necessary as a preparation for their own professions. 3. Managers and promoters of Schools and others, who for different reasons had taken an interest in education, and had bestowed some thought on the subject.”

The following is an analysis of the opinions of these three classes of witnesses :—

1st class.—“The Schoolmasters were almost unanimous in regarding Latin as their chief educational instrument.”

2nd class.—“The representatives of the different professions, though by no means so earnest in their opinions as the Schoolmasters, still, on the whole, came to the same result. Lawyers, medical men, farmers, engineers, agreed in wishing that a certain amount of Latin should form a part of the preliminary education for their several occupations.”

3rd class.—“There was not the same unanimity among those whose acquaintance with the subject was not quite so directly practical, but the opinions expressed by some of these gentlemen require special notice.” * * *

OPINIONS IN FAVOUR OF ENGLISH VERSUS LATIN.

The Commissioners say :—“Great weight is undoubtedly due to these latter opinions, and to the arguments used in support of them. The beauty of English literature; its power to cultivate and refine the learners; the fact that French and German children were carefully instructed in their respective languages; the example of the classic nations themselves, who certainly studied their own great writers; these, and other similar arguments, were urged upon us with great force.

“Professor Seeley went still further than the other three. He was speaking chiefly of education of the second grade, [such as are High Schools,] and in that education he wished to substitute English for Latin, and exclude Latin altogether. But he means by English not grammar, but rather rhetoric. ‘English,’ he says, ‘ought not to be taught to boys as a language, but as their language; not curiously and scientifically, but artistically, practically, rhetorically. The object is to train boys in their gift of speech, to teach them to use it more freely, more skilfully, more precisely, and to admire and

“to enjoy it more when it is nobly used by great authors. The merely grammatical part should therefore be passed over lightly, the antiquarian part might be omitted altogether, the principal stress should be laid on composition.” ‘Precision, accuracy, and solidity,’ he would avowedly make secondary, and aim rather at ‘brilliancy and elegance.’ It may be admitted that Professor Seeley has rightly defined the true purpose of teaching English literature; but as Mr. Derwent Coleridge points out with much force, ‘to teach English as a study is a far more rare and difficult accomplishment than to teach Latin; and that for one man who can take a play of Shakespeare, or “Paradise Lost,” as a class book, there are ten who can carry boys very respectably through Cæsar and Virgil, whether regard be had to the language or the subject matter.’ ‘A practical view,’ he continues, ‘must be taken of the question. The English classics must be read, and will help of themselves to educate the reader; but a *scholarly* acquaintance with the English language, of the humblest kind, can be most quickly, as well as most thoroughly, gained through the medium of Latin.’ * *

“In particular, Mr. Goldwin Smith urged the necessity of maintaining such a connexion, as in his judgment a powerful argument in favour of basing education generally upon Latin. * * *

“The best mode of dealing with Latin is probably not far from that suggested by Mr. Fearon. If boys were not allowed to begin Latin till the elements of an English education were thoroughly secured, if it were then kept within such limits as not to encroach on other subjects, but give them aid, it would probably have its full educational value at the time, and prepare the way for a higher grade of education afterwards, if a higher grade were intended.” * * *

CONCLUSIONS AND RECOMMENDATIONS OF THE COMMISSIONERS.

“The conclusions to which we were brought by a review of the opinions put before us in regard to the subjects of instruction are strongly confirmed by the experience of those countries that have been most successful in the management of education. Everywhere we find the classics still regarded as the best instrument now to be obtained for the highest education, and when the classics are neglected, the education seems to be lowered in character. But we see also that two important modifications must be made in this general statement.

“One is, that the time given to classics must be so far curtailed, if necessary, as to admit of other important studies by their side. France curtails the study of Greek for this purpose; Prussia the practice of composition; but neither gives up the classics in her highest education, nor Latin even in what ranks much below the highest. The Scotch parents, who can choose at their own discretion, still make Latin the staple of instruction, while they are not content with Latin only. Even Zurich, with a decided leaning to industrial education, has a large proportion of scholars in classical schools. But all these countries appear to stand above us in the teaching of every subject except the classics, and England is quite alone in requiring no systematic study of the mother tongue.

“The other modification of the general rule in favour of classics is that room must be made for Schools of an altogether different type. There are minds fitted to be developed by other studies than that of the most perfect known languages. There are occupations for which classical studies do not give the proper preparation. Schools like the *Rea'schulen* of Prussia, or the Schools of Industry of Switzerland, have become a positive need of modern times.”

XI.—SUPPORT EQUALLY OF THE HIGH AND PUBLIC SCHOOLS BY MUNICIPAL COUNCILS.

The School Law of 1871 at length embodies a principle for which I had contended for years. In submitting the first draft of Bill in 1854, for the improvement of our Grammar Schools, I sought to get inserted in it a recognition of the principle—which has at length been conceded—that it was the duty of the County or other Municipal Councils, to provide by rate upon property for the support of the Grammar School equally with the

Common School. Experience has shown how utterly impossible it was to maintain a good Grammar School without Municipal aid, in addition to the Legislative grant. The history of our Grammar Schools since 1854 has (with some honourable exceptions) been a chronicle of failures, owing chiefly to want of means to employ a sufficient number of teachers, and to prevent the wholesale thrusting into them of a number of ill-qualified children, in the vain hope of thereby increasing the Government grant. The obvious fact was overlooked that if one School resorted to this improper means of swelling its average attendance, another would do the same. Thus in the race for numbers the quality deteriorated, and the ratio of apportionment to each school was largely reduced. This was the case, especially as regards the better class of schools, which did not resort to this questionable means of obtaining, as was hoped, an increased grant, but which were made to suffer severely by this unjust competition. Happily the motive for a continuance of this unfortunate state of things has been entirely removed, and the Councils are now authorized and required by law to provide all necessary means for carrying on our High Schools in a state of efficiency. I have no doubt that the High School sections of the Act will inaugurate a new and auspicious era in the higher English and commercial, as well as elementary classical education of the country, in regard to both sexes of our youthful population.

XII.—THE NEW PRINCIPLE OF “PAYMENT BY RESULTS.”

Our School Law of 1871 has introduced a new principle into the mode of payments to High Schools. Formerly the system adopted was (as in the case of Public Schools,) to distribute the High School Fund on the basis of average attendance of the pupils at the school. This was found to work injuriously to the best class of schools. For instance, a very inferior school with an average attendance, say, of fifty, would be entitled to receive precisely the same apportionment as another school with the same attendance, but which might be greatly superior,—if not the very best school in the Province. To remedy this defect and remove this injustice, a new principle of payment was introduced into the Act—viz: the payment, (as it is technically termed in England) “*by results*,” or, as in the words of the Act itself, according to “proficiency in the various branches of study.” This principle has been for years strictly applied to Elementary Schools in England, and it is now extended to other classes of schools. The thoroughness of the system of inspection adopted there has enabled the school authorities to do so. We shall not be able at present to go further than the High Schools with the application of this principle; but we trust that by and by if it be found to work well in the High Schools, we shall be able to apply it to the Public Schools as well.

In Victoria, (Australia,) “payment by results,” to the schools, is the system adopted. In the last report of the Board of Education for that country published this year, the Board says: “The system of ‘payment by results,’ now in use, appears to be working well, and “to give general satisfaction. The fact, that at each examination, each school’s force is “recorded as having gained a certain percentage of a possible maximum, affords a means “of comparison between different schools which, if not conclusive as to their relative “merits, is sufficiently so to cause considerable emulation amongst teachers. Indeed, the “wish to obtain a high percentage, materially increases the stimulus afforded by the ‘result payments.’”

The three-fold principle upon which High Schools are hereafter to be aided, is declared by the new law to be as follows:

“Each High School conducted according to law [and the regulations,] shall be entitled to an apportionment * * * according—

First—“To the average attendance of pupils.

Second—“Their proficiency in the various branches of study.

Third—“The length of time each such High School is kept open as compared with “other High Schools.”

With the aid of the additional Inspector of High Schools, the Department will be enabled to obtain the information required, which will enable it to give effect to the new and equitable system of apportionment.

XIII.—MORE THOROUGH AND SYSTEMATIC INSPECTION OF THE SCHOOLS.

It has been well said by Dr. Fraser, the present Bishop of Manchester, that *inspection is the salt of elementary education*. He goes on to insist upon its application to the higher schools of England, and says: "The publicity with which 'all material facts' relating to each school 'are annually made known to the State,' through the machinery of the Board of Education, is considered in Massachusetts to be the secret of the immense progress that has taken place in education in that commonwealth in the last 30 years."

EXAMPLES AND WARNINGS OF OTHER COUNTRIES.

1. In all educating countries, the *thorough inspection* of schools is regarded as *essential* to their efficiency and improvement; and this cannot be done except by men who are competent to *teach* the schools themselves. The want of practical and *thorough inspection* has undoubtedly been a serious impediment to any improvement in the schools in many parts of the Province; nor can any improvement be expected in the schools generally without an improved system of inspection. It is an anomaly in our school system, on which I have remarked more than once, that while a legal standard of qualification is prescribed for teachers of schools, no standard of qualification whatever had been prescribed for the Superintendents of teachers and schools. In the efforts which have hitherto been directed to organize the machinery of the School System, and to provide the apparatus necessary to render it effective, the people of the country have most nobly co-operated and done their part in bringing the whole system into efficient operation. But as long as the inspection of the schools was in the hands of men who were not paid or expected to devote their studies and time to the duties of their office, and who, for the most part, were not practical teachers, and who formed their standard of good schools and good teaching from what existed twenty or thirty years ago, and not from what the best schools have been made, and the improved methods of school organization, teaching and discipline which have been introduced during the present age, we could not expect any considerable improvement in the internal state and character of the schools, except from the improved character of the teachers, and in instances where regularly trained teachers, or teachers who have kept with the progress of the times, have been employed; and even they have been able to do little in comparison with what they might have done, had their hands been strengthened and their hearts encouraged by the example, counsel and influence of thoroughly competent Inspectors.

2. As to the felt necessity of a better system of School Inspection in Ontario, we have the testimony of the present Bishop of Manchester, who, in 1865, visited the Province, and made his Report to the English Commissioners upon our schools. He remarks:—

"Thorough inspection of schools, such as we are accustomed to in England, is a great desideratum both in the States and Canada (page 8). * * * Something like our English mode of inspection of schools, *by a body of perfectly independent and competent gentlemen*, would be a great and valuable addition to the school system both of the United States and Canada. * * * In fact, the great desideratum of the Common School system, both in Massachusetts and generally in the States, is *adequate, thorough, impartial, independent inspection of schools*. In New York and Pennsylvania, a system of supervision by counties or wide districts has been introduced, and is at work with tolerable success; but even here, the Superintendents (or Commissioners, as they are called in New York) appear, from their reports, to be more or less hampered by local prejudices and jealousies, and their salary is in part provided by the district which is the sphere of their labours. They are elected, too, in Pennsylvania, by the 'school directors' of the several townships; in New York, by the electors of the assembly districts, by ballot. A similar organization is strongly recommended by the Ohio State Commission. * * * The agent of the Massachusetts Board of Education, in a lecture, says:—'My observations, on visiting thousands of schools throughout Massachusetts, and many in twelve other States, have clearly proved to my mind the wisdom of maintaining a Superintendent in all our cities and large townships, *who shall devote his whole time to the care and improvement of the schools.*'" (Page 25.) In discussing the defects in the 'Administration

of Schools in the United States, Dr. Fraser says : "The supreme control of the schools is too absolutely in the hands of local administrators, *with no absolute guarantee of competency*. The inspection, even, of County Superintendents and Commissioners is often found to be nugatory and ineffective. Legal requirements are constantly ignored or evaded, and a properly authenticated and *independent* officer, like Her Majesty's Inspector of Schools among ourselves, armed with visitatorial powers, and with means provided for giving effect to his recommendations, appears to be the element wanting in the machinery of the system, to give it that balance which the complication of its parts requires." (Pages 61, 62.)

3. The English Commissioners, in their report of 1861, declare that,—

"The superiority of inspected schools may be stated as beyond dispute ; and though this is partly attributable to inspected schools possessing an apparatus of trained teachers and pupil teachers, which in other schools is unknown, yet much is due to the activity and carefulness which are the results of a system of constant supervision. This is clearly expressed by Mr. Hare, who examined a large number of witnesses, and who assures us that 'on the beneficial effects of inspection, especially as carried on by Her Majesty's Inspectors, the agreement is more general than on any other subject. Nearly all consider it as a wholesome stimulus to all concerned—managers, parents, pupil-teachers, and scholars.'"

"The great advantages of inspection appear still more clearly, if we examine the opinions which have been sent to us from different parts of the country. Thus the Hon. and Rev. T. Best, after criticising as 'faulty' several details of the Government system of aid, speaks thus :—"Having dwelt thus long on the deficiencies of the system, let me make amends in a single sentence. The schools under Government inspection are, as a rule, *'the only good schools in the country, and we cannot too highly appreciate the assistance the system renders and has rendered.'*"

"We have strong testimony to the marked superiority of inspected over uninspected schools, and to the stimulus which inspection supplies, subject to the remark that the Inspectors often lead the teachers to dwell on matters of memory, rather than of reasoning, and rather on details than on general principles, or on general results, and also subject to a further remark, as to the inconvenience of differences in the standards adopted by different Inspectors. As a remedy for these defects, we recommend the appointment by the Committee of Council of one or more Inspectors General, whose duty it shall be to superintend the Inspectors, to notice their deficiencies, and to correspond on the subject directly with the Committee of Council. We have found that while inspection quickens the intellectual activity, and raises the condition of the whole school, the Inspectors are tempted to attend to the state of the upper, more than of the junior, classes in schools, and to estimate the whole school accordingly."

4. The English Commissioners, in their report of 1868, say :—

"*Even the best masters will not do so well without this aid as with it.* On the Continent all Schools that in any degree claim a public character, and sometimes even private schools, are required to submit to such a review of their work. In this country, inspection has been the most powerful instrument in the improvement of elementary education. * * * Inspection is necessary to prevent waste, to secure efficiency, to prepare the way for improvement. The regulations for examination should be governed by two principles. One is that the examination should not be competitive, but a fair test of average work. It should, as far as possible, follow the Prussian rule, and be such as a scholar of fair ability and proper diligence may, toward the end of his school course, come to with a quiet mind and without a painful effort."

5. Our American neighbours have thoroughly tried the systems of both Township and County Superintendents. The State Commissioner of Schools in Ohio says : "Our system of township supervision of schools has proved a lamentable failure. Similar systems in other States have uniformly failed. Any system of supervision for the country schools must necessarily fail, that does not make provision for the employment of *competent Superintendents, whose entire energies are given to the work.*" The value of local supervision, through the agency of competent County Superintendents, has been tested in other

States. Pennsylvania adopted the system in 1854, New York in 1856, Illinois, Wisconsin, Maryland, West Virginia, California, and several other States subsequently ; and the testimony from each of them is, that it has proved a most valuable feature of their School System. The Superintendent of Public Instruction in Pennsylvania says : "County Superintendents were first elected in this State in 1854, and it is not claiming too much for the office to say that it has vitalized the whole system. To it, more than to any other agency, or to all other agencies combined, we owe our educational progress of late years." I may observe that more than four-fifths of the County School Conventions held in the several counties of this Province two years since, desired duly qualified County Superintendents in place of Township Superintendents.

6. The travelling agent of the Board of Education for the State of Massachusetts uses the following forcible language in regard to this matter :—

"It has been said, and with great truthfulness, that 'the most important branch of administration, as connected with education, relates to school inspection.' It is asserted by some careful observers, that the Dutch schoolmasters are decidedly superior to the Prussian, notwithstanding the numerous Normal Schools of Prussia, and the two or three only in Holland; and this superiority is *attributed entirely to a better system of inspection.* *This is the basis on which the whole fabric of their popular instruction rests.* The absence of such a thorough supervision of schools as is maintained in Holland with such admirable results, is the weakest part of our system.

"What is needed for all our schools, and what is essential to their highest efficiency, is a constant, thorough, intelligent, impartial and independent supervision. Comparatively few persons possess the varied qualifications so indispensable to success in this delicate and important work. So important was it regarded by the distinguished author of the Dutch system of inspection, that, after a long life devoted to educational labour, he said, 'Take care how you choose your Inspectors; they are men whom you ought to look for with lantern in hand.'

"A school," says Everett, 'is not a clock, which you can wind up, and then leave it to go of itself. Nor can other interests be thus neglected. Our railroads and factories require some directing, controlling, and constantly supervising mind for their highest efficiency, and do not our schools need the same? To meet this great want, eleven of the fifteen cities of our State, and numerous large towns, have availed themselves of the provision of the Statute, and elected School Superintendents who devote their whole time and energies to this work of supervision. I have visited all, or nearly all, these towns and cities, and several of them frequently, and can bear my decided testimony to the great benefit that has resulted to their schools in consequence."

SPIRIT IN WHICH INSPECTION SHOULD BE PERFORMED.

The regulations in regard to inspection, which have been adopted by the Council of Public Instruction, are sufficiently explicit as to the general details of inspection, and the mode in which it should be conducted. I will, therefore, only repeat here what I wrote on this subject in 1846 and 1850, when our present system of education was inaugurated. I said :

"To perform the duty of Inspector with any degree of efficiency, the Inspector should be acquainted with the best modes of teaching every department of an English school, and be able to explain and exemplify them. It is, of course, the Inspector's duty to witness the modes of teaching adopted by the teacher, but he should do something more. He should, some part of the time, be an actor as well as spectator. To do so he must keep pace with the progress of the science of teaching. Every man who has to do with schools, ought to make himself master of the best modes of conducting them in all the details of arrangement, instruction, and discipline. A man commits a wrong against teachers, against children, and against the interests of school education, who seeks the office of Inspector without being qualified and able to fulfil all its functions. In respect to the manner of performing the visitatorial part of the Inspector's duties, I repeat the suggestions which I made in my circular to local Superintendents of Schools, in December, 1846. They are as follows :

"Your own inspection of the schools must be chiefly relied upon as the basis of your judgment, and the source of your information, as to the character and methods of school instruction, discipline, management, accommodations, &c. : and on this subject, we ought not to content ourselves with exterior and general facts. * * * But it is not of less importance to know the interior regime of the schools—the aptitude, the zeal, the deportment of the teachers—their relations with the pupils, the trustees and the neighbourhood—the progress and attainments of the pupils, and, in a word, the whole moral and social character and results of the instruction given, as far as can be ascertained. Such information cannot be acquired from reports and statistical tables ; it can only be obtained by special visits, and by personal conversation and observation—by an examination of the several classes, in their different branches of study ; so as to enable you to ascertain the degree and efficiency of the instruction imparted."

THE GREAT VALUE OF INSPECTION TO PUBLIC SCHOOLS.

"The importance of the question of Public School inspection" (remarks the *English Journal of Education*) "is much broader and deeper than at first sight appears. The history of that laborious transition which has occurred, first, from contented ignorance to discontent with ignorance, and then to strivings after intelligence, and attempts at education, fructifying in a very general effort to make schools efficient, discloses to the practical observer, one gangrenous obstacle attaching to the whole progress of the movement, viz., a morbid desire to screen and palliate defects. We believe far less hindrance to education has arisen from the badness of schools, than from the folly of cloaking their badness. This jealousy of criticism has been exhibited greatly in proportion to the reputation of the school. It has always been found that an Inspector may, with much less chance of evoking the wrath of the managers, denounce a bad school in wholesale terms than he can insinuate a blemish, or hint a blot, in one which "has a name." It may be said that this is very natural, as no one likes the criticism of that which has obtained him credit, and ministered to his *amour propre* : but natural as this may be, it is not the less injurious to the progress of education. The very best school is capable of improvement ; and as the real value of a school is generally overrated, and its defects are more easily veiled than those of any other object of equal importance, it is greatly to be lamented that this intolerance of criticism should pit itself against the obvious means of improvement which skilled inspection affords. We repeat, that if it stops short of a full and faithful exposure of every fault and defect in the matter and methods of instruction, it betrays its trust, and falls short of its imperative duty. So far from there being ground for complaint of the censoriousness of Inspectors of Schools, whether local or governmental, proofs abound that they far oftener sin in being too mealy-mouthed, and in winking at defects they deem it ungracious or impolitic to expose. Education is by no means in need of such delicate handling. It is far from being a flame easily extinguished by the breath of censorship. On the contrary, nothing tends more directly to feed and nourish it ; and Inspectors who have the manliness to set their faces against shams and rote systems, and to 'develop' errors, as well as 'aims,' in their right light, are deserving of the hearty thanks and support of every man who wishes education to be a reality, and a thorough mind-training in the duties and subjects essential for practical life. There are two ways of inspecting schools ; one is to praise the teachers and please the managers ; the other is to benefit the scholars and improve the schools. It will but seldom happen that those two courses can coincide. The Inspector must usually take his choice between them, and according to it is he worthy or unworthy of his office. We are no advocates of undue harshness, or a spirit of fault finding. He who takes pleasure in blaming, or who fails to apply just censure in kindly or Christian terms, is just as wrong as he who, from false lenience or truckling servility, praises where he ought to blame, or 'winks at faults he trembles to chastise.'

"We firmly believe that the progress of sound teaching is just now more entirely in the hands, and contingent on the faithfulness and courage of Inspectors of Schools, than any other human agency. None, so well as professional and experienced examiners, can detect glosses, extinguish effete systems, substitute right ones, or invert the pyramid now tottering on its apex. Those who, chafing under the wholesome correction of their own

schools, absorbed by the sense of personal grievance, and forgetting what is due to the great behests and eternal aims of education, rail at the remedy, and attack the physician instead of the disease, are the real obstructives to the cause of sound secular and availing religious instruction."

XIV.—MISCELLANEOUS PROVISIONS OF THE NEW SCHOOL ACT.

Among the miscellaneous provisions of the new School Act, we may enumerate the following :—

1. Section 16 authorizes Trustees, or any five ratepayers, to appeal to the County Council against the act, past or present, of a Township Council, in forming or altering their school section.

2. The 17th section of the new School Law provides a remedy for difficulties which have been experienced in many School sections in obtaining a site for a School-house. This provision is a simplification of what is provided by law, in similar cases, in laying out public highways. A corresponding provision exists in the new School Law of England, and the laws of Quebec, Massachusetts, Michigan, New Hampshire and elsewhere.

3. Section 20 authorizes Trustees to erect a teacher's residence, if they desire to do so.

4. Section 22 authorizes a Trustee, equally with their Secretary, to call School Trustees' meetings.

5. Sections 25 and 26 relate to the enlarged powers conferred upon Arbitrators under the School Law ; and section 27 abolishes arbitrations between Trustees and Teachers in regard to salary, &c.

6. Section 28 remedies a defect in the provision of the law in regard to appeals by the Chief Superintendent against the decisions of County Judges in School matters.

7. Section 29 declares that the summer vacations in the Public Schools shall be one month, from the 15th of July to the 15th of August, both inclusive ; and section 44 declares that the summer vacations in High Schools shall be from the 1st of July to the 15th of August, inclusive.

8. Section 30 remedies several defects, and supplies some omissions in the School Law. It facilitates the recovery of fines ; enlarges the powers of school collectors ; restores to the outgoing Trustee (after the 1st of October in each year) all the powers of which the School Law of 1860 deprived him. He has now equal authority with the other Trustees to engage teachers, &c. The section also prevents Trustees from giving orders to teachers who are not legally qualified ; authorizes the Township Council to correct mistakes in the school assessor's roll ; (Note.—The 18th section authorizes the Reeve and School Inspectors to equalize every year the assessments of union school sections.) The section further directs the Inspector to apportion moneys to every school section within his jurisdiction, whether a school is kept open in it or not. The object of this provision is,—1st. Not to allow a section to suffer a loss of its grant in case the Trustee's report should fail, from error or carelessness, or other cause, to reach the Inspector. 2nd. To determine the amount for which Trustees are personally responsible, and for which they can be sued, should they fail to keep open their school during the whole year.

9. Section 31 declares that the Municipal or Assessment Act, or any amendments to them, which shall be in force at the time anything is done under their authority, shall govern trustees, collectors, and other school officers.

10. Section 37 declares that no Public or High School shall be entitled to share in the fund applicable to it, unless conducted according to the regulations provided by law.

11. Public School Trustees, equally with their Secretary-Treasurer, are now made personally responsible (section 46) for their "neglect or refusal to account for, or deliver up, when called upon by competent authority to do so" * * * "all school moneys or school property" which may have come into their hands. They are also required "to exact security from every person to whom they may entrust school money, or other school property, and deposit such security with the Township Council for safe keeping." Failing to do so, they become personally responsible for any loss which may occur in consequence. (Sections 23 and 46.) Section 21 relates to Public School section accounts, and section 45 to the audit of the High School accounts.

CONCLUSION.

I have thus, as your Excellency will perceive, entered somewhat fully into an exposition and justification of the various new features of our system of Public Instruction, which have been embodied in the "School Law Improvement Act of 1871." I have felt it the more necessary to furnish, once for all, in this report, the many friends of our School System with the facts and reasonings illustrative of the necessity for the recent changes in our law, which influenced me in endeavouring to embody in our School Law, certain great principles which underlie and are common to every really comprehensive system of National Education. In fact, no intelligent person can carefully read over the extracts which I have given of the views and proceedings of educationists in other countries without coming to the conclusion, that, to have done less than we have done, would be to place this Province in the rear rather than abreast of other educating countries. They would have felt that I should have been recreant to my duty had I failed to strongly press upon the Government and Legislature, the necessity of giving their highest sanction to the recommendations which I had made with a view to improve the School Law of this Province—recommendations which were founded (as I have shown in this Report) upon the knowledge and experience of the most accomplished educationists of the present day.

After twenty-seven years' service in promoting what I believed to be the best interests of our School System, I am more than ever profoundly impressed with the conviction of the correctness of the views on these subjects which I expressed in my preliminary *Report on a System of Public Instruction for Upper Canada*, which I submitted to the Government in 1846. It has been the purpose and aim of my life, since I assumed the direction of the Education Department, to give practical effect to these views, and with the Divine favour, to secure and perpetuate to my native country, the inestimable blessings of a free, comprehensive, Christian education for every child in the land.

I have the honour to be,

Your Excellency's obedient, humble servant,

E. RYERSON.

DEPARTMENT OF PUBLIC INSTRUCTION,
Toronto, October, 1871.

PART II.

STATISTICAL REPORT.

1870.

TABLE A.—The Common

COUNTIES.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.					
	For Teachers' Salaries (Legislative Grant).	For Maps, Apparatus, Prizes and Libraries (Legislative Grant).	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Fund, balances and other sources
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Glengarry.....	2247 00	83 15	2237 00	6662 32	382 61	2686 40
Stormont.....	1872 00	68 50	1927 00	8857 25	100 08	1328 61
Dundas.....	2087 00	46 97	2048 00	10846 66	34 55	1063 43
Prescott.....	1632 00	48 20	2110 00	6468 78	8 45	1117 23
Russell.....	885 00	5 00	931 00	5273 37	...	2659 02
Carleton.....	3769 00	140 48	3237 00	18169 49	550 91	2565 83
Grenville.....	2149 00	140 00	2096 00	6312 66	365 60	3198 85
Leeds.....	3466 00	239 20	3445 00	17217 05	510 23	7145 05
Lanark.....	3364 00	329 75	3266 00	22351 41	221 17	5984 54
Renfrew.....	3107 00	77 70	2848 00	12141 86	45 73	1532 38
Frontenac.....	3514 00	152 80	2750 00	14342 02	1328 98	3426 15
Addington.....	1920 00	85 95	1912 00	8765 74	208 36	2583 12
Lennox.....	1055 00	9 00	981 00	4680 47	46 52	2087 33
Prince Edward.....	1865 00	216 00	2275 00	15291 25	1060 43	3911 26
Hastings.....	5250 00	182 63	4048 00	26382 76	226 53	5061 65
Northumberland.....	3973 90	216 86	3874 00	27207 46	109 22	5789 53
Durham.....	3406 00	385 55	3406 00	24614 91	914 20	2794 13
Peterborough.....	3372 00	105 91	3166 00	17546 84	188 65	6316 08
Victoria.....	3661 00	310 96	3580 00	20991 21	124 15	4703 84
Ontario.....	4498 00	549 89	4454 00	32014 48	355 23	7318 62
York.....	5999 00	696 44	5838 00	39643 28	1409 87	20498 67
Peel.....	2590 00	305 20	2755 00	18539 07	1403 69	7076 41
Simcoe.....	6382 00	694 06	6446 00	38928 60	698 71	6443 99
Halton.....	1991 00	358 58	2535 00	15723 73	1099 37	7137 53
Wentworth.....	3036 00	323 12	3000 00	18978 40	2668 21	8531 82
Brant.....	2124 00	156 41	2654 00	17089 84	1183 00	4570 10
Lincoln.....	2016 00	166 63	2520 00	14905 01	850 52	6943 95
Welland.....	1976 00	80 25	2545 00	15196 84	540 77	7753 27
Haldimand.....	2411 00	230 78	3016 00	17715 44	548 25	5629 67
Norfolk.....	3267 00	283 57	3314 00	23818 91	376 91	8289 76
Oxford.....	4548 00	496 69	4679 00	36516 86	553 90	11188 54
Waterloo.....	3347 00	219 78	3900 00	29363 79	557 77	8641 39
Wellington.....	5873 00	416 15	6546 00	40722 49	499 72	8374 84
Grey.....	6583 00	520 30	6849 00	42281 06	68 28	6433 41
Perth.....	7339 00	279 12	4104 00	30930 10	123 71	6989 08
Huron.....	6975 00	907 20	6796 00	46461 55	82 83	9721 47
Bruce.....	5095 00	384 66	4804 00	30811 59	47 55	8493 33
Middlesex.....	6985 00	683 75	6778 00	47038 86	917 30	14323 33
Elgin.....	3259 00	336 58	3372 00	24096 79	683 80	9855 29
Kent.....	3252 00	147 40	3097 00	28190 24	95 94	8882 64
Lambton.....	3254 00	407 75	4907 00	31866 09	27 23	14032 62
Essex.....	2426 00	196 69	2342 00	17542 44	129 83	2800 31
District of Algoma.....	460 00	15 96	.....	.....	224 50	612 95
Parry Sound.....	150 00	.....	.....	.....	.....	200 00
Total.....	148430 30	11701 57	147468 00	932498 97	21573 26	266097 42
CITIES.						
Toronto.....	4351 00	377 88	30752 10	1971 76	.....	4188 87
Hamilton.....	1978 00	132 70	22598 60	907 05	7265 71	564 94
Kingston.....	1286 00	73 50	8800 00	1098 09	175 38	6 31
London.....	1490 00	165 00	11000 00	645 33	...	7444 17
Ottawa.....	1540 00	57 50	11060 00	2983 75	491 47	11345 11
Total.....	10645 00	806 58	84150 70	7605 98	7932 56	23549 40

NOTE.—Tables A. B. C. D. E. contain the Statistics of

Schools of Ontario.

EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.

Total Receipts for all Com. School purposes during 1870.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School Houses.	For Rents and Repairs of School Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Common School purposes during 1870.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
13698 48	10638 60	185 20	228 61	175 81	1074 39	12302 61	1395 87
14153 44	10208 03	137 00	1061 05	245 40	991 99	12643 47	1510 07
11626 61	11036 30	93 94	2097 86	403 14	1084 46	14715 70	1410 91
11464 66	6932 94	127 84	432 89	467 51	851 21	8812 39	2652 27
9753 39	4659 15	43 00	446 92	275 16	373 89	5798 12	3955 27
28432 71	20254 14	291 95	1877 90	827 82	1428 69	24680 50	3752 21
14262 11	11443 43	280 00	812 72	299 78	1401 34	14237 27	24 84
32022 53	20450 27	478 40	2152 63	662 22	3460 68	27004 20	5018 33
35516 87	21803 72	659 50	5785 06	724 91	3527 70	32500 89	3015 98
19752 67	14760 69	155 40	708 79	537 84	1810 30	17973 02	1779 65
25513 95	17563 91	305 60	2150 42	430 48	1968 22	22418 63	3095 32
15475 17	11316 92	212 45	596 77	361 54	1359 40	13847 08	1628 09
8859 32	6889 29	20 00	99 19	301 48	737 38	8047 34	811 98
24618 94	16963 77	432 00	3327 29	605 57	2748 58	24077 21	541 73
41151 57	25441 17	466 38	4204 10	813 50	2920 27	33845 42	7306 15
41170 97	29480 34	498 56	3653 81	762 20	3212 80	37607 71	3563 26
35520 79	27269 41	813 69	1018 77	1200 67	2837 82	33140 36	2380 43
30695 48	19209 93	274 19	3674 30	710 99	2626 67	26496 08	4199 40
33415 16	21385 57	709 92	3778 65	767 86	3343 58	29985 58	3429 58
49190 22	33384 75	1099 78	3318 61	1656 52	4486 69	43946 35	5200 87
74085 26	45788 13	1407 43	8410 53	2853 01	6339 70	64793 80	9286 46
32669 37	22187 28	610 40	3908 43	782 01	2442 19	29930 31	2739 06
59593 36	40822 44	1388 12	3181 47	1614 49	5270 53	52277 05	7316 31
28845 21	18067 72	725 36	5770 57	779 13	2598 57	27941 35	903 86
36537 55	24402 47	670 89	4161 28	849 10	3016 43	33100 17	3437 38
27777 35	17768 39	327 62	4033 51	409 58	2927 00	25466 10	2311 25
27402 11	17646 22	333 26	2743 24	488 70	2695 38	23906 80	3495 31
28092 13	15870 02	175 85	2631 79	752 30	3361 96	23091 92	5000 21
29551 14	19801 07	465 73	2662 01	578 31	2221 83	25728 95	3822 19
39350 15	24375 59	579 76	3360 65	1138 80	4305 43	33760 23	5589 92
57982 99	36530 91	993 38	9100 88	2169 89	3904 33	52699 39	5283 60
46029 73	30899 84	492 63	4448 29	1677 05	3162 66	40680 47	5349 26
62432 20	42363 94	918 60	6911 18	1240 33	4406 19	55840 24	6591 96
62735 05	42770 10	1039 30	4391 78	1682 67	4972 24	54856 09	7878 96
49765 01	30182 92	579 72	8233 40	3218 27	2641 79	44856 10	4908 91
70900 39	45538 99	1814 40	8019 73	1974 70	5984 22	63332 04	7612 01
49636 13	32337 68	769 32	7947 48	675 94	3288 82	45019 24	4616 89
76726 24	48961 25	1422 32	9288 94	2046 35	6388 35	68107 21	8619 03
41603 46	26888 42	673 16	5496 11	1176 35	2824 80	37058 84	4544 62
43665 22	27643 46	408 41	7343 68	1733 46	3638 24	40767 25	2897 97
54494 65	28092 29	814 42	10845 15	1828 84	5141 51	46722 21	7772 44
25436 97	18151 10	418 91	735 75	971 81	1987 11	22264 68	3172 29
1313 41	797 61	45 93	.....	20 00	176 53	1040 07	273 34
350 00	200 00	.....	.....	.....	.....	200 00	150 00
1527770 12	999180 17	24159 72	165052 19	42891 49	126241 87	1357525 44	170244 68
41641 61	22681 10	1701 54	.....	3149 64	9625 45	37157 73	4483 88
33447 10	19147 79	2517 34	4746 09	1342 93	5266 24	33020 39	426 61
11439 28	7329 19	262 26	297 36	816 84	2698 62	11404 27	35 01
20744 50	8837 41	330 00	1675 00	913 71	1821 14	13577 26	7167 24
27417 83	12469 42	132 50	3215 69	1724 00	4681 09	12222 70	5193 13
134690 22	70464 91	4943 64	9934 14	7947 12	24092 54	117382 35	17307 87

Separate Schools incorporated with those of Common Schools.

TABLE A.—The Common Schools

TOWNS.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.					
	For Teachers' Salaries (Legislative Grant).	For Maps, Apparatus, Prizes and Libraries (Legislative Grant).	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reserve Fund, balances and other sources.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Amherstburgh.....	235 00	43 00	1470 00	1056 00		89 18
Barrie.....	229 00	38 10	1537 00	284 00		170 17
Belleville.....	656 00	45 77	6729 32	1039 93		947 67
Berlin.....	276 00		2115 20	284 19	43 62	345 27
Bothwell.....	130 00	20 00	1337 48			315 80
Bowmanville.....	270 00	38 00	1830 00		774 10	235 79
Brantford.....	705 00	75 00	8500 00	356 04	1111 90	3144 93
Brockville.....	415 00	75 00	3988 00	397 79		2003 65
Chatham.....	445 00	5 00	1299 68			3121 40
Clifton.....	145 00		1200 00	105 00	104 00	1012 61
Cobourg.....	431 00		2700 00	186 00	0 78	1140 51
Collingwood.....	198 00	12 50	1991 45			58 05
Cornwall.....	191 00	20 25	1250 00			634 00
Dundas.....	303 00	12 00	896 00	382 99	794 33	565 38
Galt.....	360 00	65 08	3775 00		20 00	1786 37
Goderich.....	350 00	60 00	5525 00			512 46
Guelph.....	575 00	90 32	3362 20	373 30	1579 66	425 67
Ingersoll.....	329 00	15 00	2100 00	288 50	1152 28	1013 61
Lindsay.....	281 00	182 65	2265 43	799 34		2062 62
Milton.....	97 00	61 00	327 79	99 00	3 75	662 39
Napanee.....	223 00		1100 00	74 00	56 09	112 51
Niagara.....	183 00		987 71	305 72	15 75	477 72
Oakville.....	172 00		1160 16	147 25	11 72	99 65
Owen Sound.....	306 00	30 00	2646 58			709 66
Paris.....	263 00		2062 53	175 33	26 87	163 63
Perth.....	244 00	59 47	720 00	469 25		2083 15
Peterborough.....	416 00		615 00		1150 96	5572 40
Pictou.....	223 00	28 00	1300 00	246 19	13 87	838 46
Port Hope.....	400 00		2386 02		1760 05	411 64
Prescott.....	231 00	40 00	1225 38		691 75	799 99
Sandwich.....	144 00	12 00	1398 80			337 66
Sarnia.....	234 00	44 00	3910 24		721 54	443 92
St. Catharines.....	726 00	9 20	8100 00	1251 41		2804 78
St. Mary's.....	341 00	60 00	1000 00			1834 46
St. Thomas.....	180 00		1400 00		621 00	282 82
Simcoe.....	164 00	78 50	1366 76	60 00		93 57
Stratford.....	332 00	15 00	400 00		8 00	2954 42
Whitby.....	296 00		2819 21	130 33		214 22
Windsor.....	350 00	104 62	4184 25			775 76
Woodstock.....	396 00		3500 00		1196 34	429 00
Total.....	12445 00	1339 46	96482 19	8511 56	11858 36	41686 95
VILLAGES.						
Arnprior.....	140 00	25 00	1155 00		199 50	657 26
Ashburnham.....	120 00		320 00		267 75	124 58
Aurora.....	129 00		770 00			183 03
Bath.....	60 00		525 00		5 50	257 33
Bradford.....	120 00		895 00			12 04
Brampton.....	176 00	30 00	1675 00			198 04
Brighton.....	122 00		178 00			942 10
Caledonia.....	108 00		450 00		333 91	75 28
Cayuga.....	86 00		631 75		10 50	54 76
Chippawa.....	142 00		754 65	104 65		
Clinton.....	176 00		1500 00			6157 47
Colborne.....	86 00	7 00	750 00			31 90
Dunnville.....	160 00		1300 00			3419 71
Elora.....	191 00		1434 95	134 95	11 50	417 33

of Ontario.—Continued.

EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.

Total Receipts for all Com. School purposes during 1870.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School Houses.	For Rents and Repairs of School Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Common School purposes during 1870.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
2893 18	2141 00	156 90	.....	160 51	159 04	2617 45	275 73
2258 27	1546 81	155 13	.....	115 00	303 09	2120 03	138 24
9418 69	5311 10	91 54	.....	1096 47	1430 33	7929 44	1489 25
3064 28	2776 53	111 26	.....	.....	159 05	3046 84	17 44
1803 28	1232 67	69 08	.....	59 13	182 21	1543 09	260 19
3147 89	2011 00	76 50	.....	100 00	627 37	2814 87	333 02
13892 87	6929 43	154 50	1971 51	528 94	1570 78	11155 16	2737 71
6879 44	3430 89	150 00	.....	163 25	764 91	4509 05	2370 39
4871 08	3106 60	13 00	650 00	146 90	560 00	4476 50	394 58
2566 61	1345 00	.....	.....	27 16	276 41	1648 57	918 04
4458 29	3000 00	90 00	541 80	286 39	497 92	4416 11	42 18
2260 00	1320 00	32 50	347 24	190 05	317 16	2206 95	53 05
2095 25	1088 25	40 50	.....	.....	260 67	1389 42	705 83
2953 70	2083 81	78 37	.....	32 35	759 17	2953 70	.....
6006 45	3265 55	195 99	.....	127 56	784 72	4373 82	1632 63
6447 46	3101 55	140 00	1795 47	150 14	1256 30	6447 46	.....
6406 15	4411 65	180 64	.....	587 93	1171 01	6351 23	54 92
4898 39	2744 58	112 70	430 15	125 83	991 76	4405 02	493 37
5591 04	2850 98	365 30	.....	100 98	760 07	4077 33	1513 71
1250 93	925 00	122 00	.....	9 03	65 10	1121 13	129 80
1565 60	1230 20	4 58	.....	114 37	203 77	1552 92	12 68
1969 90	1570 53	13 00	.....	.....	242 15	1825 68	144 22
1590 78	1250 00	4 50	.....	79 46	254 53	1588 49	2 29
3692 24	2290 00	60 00	167 48	135 03	674 27	3326 78	365 46
2691 36	2005 00	.....	.....	44 69	540 58	2590 27	101 09
3575 87	1840 00	118 94	.....	457 62	340 41	2756 97	818 90
7754 36	3311 49	.....	2580 00	340 00	790 76	7022 25	732 11
2649 52	1248 00	56 63	.....	65 77	292 82	1663 22	986 30
4957 71	3095 00	.....	.....	19 63	534 15	3648 78	1308 93
2988 12	1392 00	80 00	.....	54 25	416 38	1942 63	1045 49
1892 46	1382 50	24 00	.....	81 90	130 96	1619 36	273 10
5353 70	2859 00	88 00	825 00	77 79	362 83	4212 62	1141 08
12891 39	4676 25	18 70	1849 85	379 60	1275 09	8199 49	4691 90
3235 46	2229 00	120 00	.....	512 93	271 07	3133 00	102 46
2483 82	1749 35	.....	.....	20 00	457 57	2226 92	256 90
1762 83	1256 05	157 00	.....	.....	349 78	1762 83	.....
3709 42	2556 00	65 00	.....	47 35	558 83	3227 18	482 24
3459 76	2173 55	18 00	.....	405 35	398 02	2992 92	466 84
5414 63	3116 00	209 24	.....	847 86	761 73	4934 83	479 80
5521 34	2824 99	.....	.....	192 23	1215 18	4232 40	1288 94
172323 52	98677 31	3373 50	11158 50	7883 45	22969 95	144062 71	28260 81
2176 76	975 33	50 00	.....	50 77	399 37	1475 47	701 29
832 33	640 00	.....	.....	13 75	21 75	675 50	156 83
1082 03	743 39	.....	.....	35 84	146 73	925 96	156 07
842 83	590 50	.....	.....	13 12	244 21	847 83	.....
1027 04	770 00	.....	12 50	31 68	140 05	954 23	72 81
2079 04	1150 00	60 00	.....	25 37	708 53	1943 90	135 14
1242 10	787 16	.....	.....	31 67	135 15	953 98	288 12
967 19	650 00	10 00	.....	16 00	116 92	792 92	174 27
783 01	556 00	.....	.....	70 60	134 75	761 35	21 66
1001 30	756 75	.....	.....	30 00	209 90	996 65	4 65
7833 47	1170 00	3 50	4770 00	55 40	358 90	6357 80	1475 67
874 90	545 00	14 00	20 00	.....	185 00	764 00	110 90
879 71	824 25	.....	2250 00	43 98	112 66	3230 69	1649 02
189 73	1237 69	50 00	28 50	78 91	183 37	1578 47	611 26

TABLE A.—The Common Schools

VILLAGES.— <i>Continued.</i>	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.					
	For Teachers' Salaries (Legislative Grant).	For Maps, Apparatus, Prizes and Libraries (Legislative Grant).	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reserve Fund, balances and other sources
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Embro.....	68 00		345 06		32 25	38 25
Fergus.....	159 00	20 00	1165 03	280 20	11 98	137 87
Fort Erie.....	97 00	5 00	825 00			455 08
Gananoque.....	170 00		770 00			401 20
Garden Island.....	60 00		450 00			52 56
Georgetown.....	162 00	25 00	3293 28			71 40
Hawkesbury.....	115 00		100 00		217 00	504 33
Hespeler.....	122 00		771 28			166 60
Holland Landing.....	75 00	16 00	600 00			10 56
Iroquois.....	72 00		297 86			176 96
Kemptville.....	126 00	15 00	520 00		242 50	381 09
Kincardine.....	180 00	53 00	1485 61			14 62
Lanark.....	82 00	25 00	577 00		178 62	19 86
Listowell.....	126 00		1540 00		17 50	290 50
Merrickville.....	104 00		775 00			66 10
Mitchell.....	190 00	34 05	1230 34		11 50	1072 93
Morrisburgh.....	122 00	15 00	716 00			
Mount Forest.....	144 00	5 00	1582 47	143 60		4475 13
Newburgh.....	95 00		310 00			
Newcastle.....	80 00	15 00	450 00		245 00	
New Edinburgh.....	50 00	8 00	900 00		1 05	253 86
New Hamburg.....	115 00	30 00	1200 00			415 51
Newmarket.....	166 00		1056 00	56 00	348 50	344 13
Oilsprings.....	129 00	14 00	761 91			210 78
Orangeville.....	90 00		517 27			238 13
Orillia.....	133 00		1850 00		7 40	322 47
Oshawa.....	272 00	5 25	342 72	160 00		4359 93
Pembroke.....	120 00		353 66	610 66	109 00	0 34
Petrolia.....	151 00	20 00	1770 00			214 86
Portsmouth.....	122 00		892 94	142 00	57 54	190 30
Port Colborne.....	72 00	25 77	1207 65	161 31		1266 39
Port Dalhousie.....	122 00	15 00	900 00		189 25	800 92
Preston.....	138 00		1400 00	86 34	8 00	1752 04
Renfrew.....	61 00	9 00	580 54			2 52
Richmond.....	54 00	24 75	54 00		116 40	118 06
Seaforth.....	140 00		1800 00		12 00	820 87
Smith's Falls.....	118 00		400 00	241 00	250 25	822 95
Southampton.....	97 00		550 00			148 67
Stirling.....	82 00		452 03			118 62
Strathroy.....	180 00	30 00	2794 50			1060 39
Streetsville.....	72 00		420 00			349 62
Thorold.....	207 00		840 00	162 00	319 75	900 75
Trenton.....	208 00	35 25	1152 50	200 00		514 35
Vienna.....	86 00		782 65			59 50
Wardsville.....	72 00		500 95		80 00	360 48
Waterloo.....	165 00		1500 00			509 94
Welland.....	111 00		400 00			773 10
Wellington.....	54 00	16 75	554 79		153 96	24 41
Yorkville.....	180 00	35 08	1106 31		103 25	262 57
Total.....	7732 00	558 90	57183 70	2482 71	3541 36	38082 38

of Ontario.—Continued.

EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.

Total Receipts for all Com. School purposes during 1870.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and building School Houses.	For Rents and Repairs of School Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Common School purposes during 1870.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
483 56	427 00			21 13	16 76	464 89	18 67
1774 08	1472 00	55 00		50 52	183 70	1761 22	12 86
1382 08	679 92	10 00	30 02		94 82	814 76	567 32
1341 20	940 00		98 00	33 00	199 00	1270 00	71 20
562 56	450 00			59 61	52 95	562 56	
3551 68	1000 00	50 00	2315 13		186 55	3551 68	
936 33	820 00			10 00	92 92	922 92	13 41
1059 88	823 00			81 16	90 94	995 10	64 78
701 56	503 33	33 35		36 35	82 96	655 99	45 57
546 82	372 60			4 70	76 09	453 39	93 43
1284 59	680 68	50 00	258 66	30 25	96 98	1116 57	168 02
1733 23	1060 00	106 00	119 79	160 00	187 44	1633 23	100 00
882 48	680 00	50 00		5 30	96 64	831 94	50 54
1974 00	935 65		382 02	129 00	525 42	1972 09	1 91
945 10	762 00			60 00	113 00	935 00	10 10
2538 82	1160 00	71 40	119 20	10 65	396 86	1758 11	780 71
853 00	793 00	30 00			33 00	853 00	
6350 20	980 00	55 00	4622 39	80 69	405 14	6143 22	206 98
405 00	325 00				80 00	405 00	
790 00	620 00	30 00		75 00	65 00	790 00	
1212 91	644 00	25 50	154 00	19 49	97 41	940 40	272 51
1760 51	1041 31	60 72		58 79	223 60	1384 42	376 09
1970 63	1170 00	4 00	1 12	113 67	171 13	1459 92	510 71
1115 69	697 45	48 60		247 45	122 19	1115 69	
845 45	600 00			30 00	114 67	744 67	100 78
2312 87	700 00		910 00	54 16	241 91	1906 07	406 80
5139 90	2042 02	25 25	2474 15	82 57	515 91	5139 90	
1193 66	969 00			68 25	156 41	1193 66	
2155 86	1280 00	110 00	268 55	23 02	474 29	2155 86	
1404 78	811 22	5 00	124 00	53 56	336 74	1330 52	74 26
2733 12	867 90	53 89		213 29	1344 51	2479 59	253 53
2027 17	1100 00	30 00		20 23	168 03	1318 26	708 91
3384 38	1185 72	21 00	558 97	160 88	283 12	2209 69	1174 69
653 06	582 25	18 00		4 06	48 75	653 06	
367 21	195 10	50 10		7 63	56 88	309 71	57 50
2772 87	975 00		635 20	40 68	179 82	1830 70	942 17
1832 20	985 73		600 00	45 52	200 95	1832 20	
795 67	594 00				101 69	695 69	99 98
652 65	535 00			43 37	59 07	637 44	15 21
4064 89	1216 25	60 00	603 00	143 55	212 56	2235 36	1829 53
841 62	400 00			61 37	141 52	602 89	238 73
2429 50	1406 70			12 00	212 75	1631 45	798 05
2110 10	1455 13	70 50		23 73	4 65	1554 01	556 09
928 15	784 00				144 15	928 15	
1013 43	870 20				92 48	962 68	50 75
2174 94	1740 00			81 09	194 75	2015 84	159 10
1284 10	746 00				439 10	1185 10	99 00
803 91	685 00	33 50		2 80	79 59	800 89	3 02
1687 21	1199 65	70 16		182 81	234 59	1687 21	
109581 05	54358 88	1414 47	21355 20	3138 42	12823 48	93090 45	16490 60

TABLE A.—Common Schools

TOTALS.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.					
	For Teachers' Salaries (Legislative Grant).	For Maps, Apparatus, Prizes and Libraries (Legislative Grant).	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reserve Fund, balances and other sources
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Total Counties.....	148430 90	11701 57	147468 00	932498 97	21573 26	266097 42
“ Cities.....	10645 00	806 58	84150 70	7605 98	7932 56	23549 40
“ Towns.....	12445 00	1339 46	96482 19	8511 56	11858 36	41686 95
“ Villages.....	7732 00	558 90	57183 70	2482 71	3541 36	38082 38
Grand Total, 1871.....	179252 90	14406 51	385284 59	951099 22	44905 54	369416 15
“ “ 1869.....	171143 00	13078 90	372743 59	890834 19	45709 80	333916 67
Increase.....	8109 90	1327 61	12541 00	60265 03	.....	35499 48
Decrease.....	.....	.....	.....	.....	804 26	.....

of Ontario.—*Concluded.*

EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.							
Total Receipts for all Com. School purposes during 1870.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and building School Houses.	For Rents and Repairs of School Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Common School purposes during 1870.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1527770 12	999180 17	24159 72	165052 19	42891 49	126241 87	1357525 44	170244 68
134690 22	70464 91	4943 64	9934 14	7947 12	24092 54	117382 35	17307 87
172323 52	98677 31	3373 50	11158 50	7883 45	22969 95	144065 71	28260 81
109581 05	54358 88	1414 47	21355 20	3138 42	12823 48	93090 45	16490 60
1944364 91	1222681 27	33891 33	207500 03	61860 48	186127 84	1712060 95	232303 96
1827426 15	1175166 05	29626 18	191370 21	54009 35	174724 97	1624896 76	202529 39
116938 76	47515 22	4265 15	16129 82	7851 13	11402 87	87164 19	29774 57

TABLE B.—The Common Schools of Ontario.

PUPILS ATTENDING THE COMMON SCHOOLS.																	
No.	COUNTIES.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of Pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
1	Glengarry	6301	5235	221	5456	2774	2682	64	315	931	1240	1357	985	628	.....	682	2333
2	Stormont	5327	4517	235	4752	2385	2367	10	478	800	1148	997	679	351	299	436	1688
3	Dundas	5800	5085	349	5434	2749	2685	26	386	688	1285	1085	912	421	647	278	2168
4	Prescott	4620	3572	140	3712	1879	1833	23	386	794	818	706	545	371	92	852	1561
5	Russell	2478	1762	54	1816	935	881	4	276	350	425	316	151	82	216	305	744
6	Carleton	9125	7775	283	8058	4220	3838	21	994	1562	2019	1727	1063	473	220	989	2949
7	Grenville	5991	4832	265	5097	2671	2426	59	789	1006	1229	968	702	403	.....	382	2104
8	Leeds	10000	7687	567	8254	4255	3999	60	859	1481	1973	1602	1327	704	308	568	3106
9	Lanark	9011	7551	343	7894	4174	3720	13	920	1552	2031	1615	1144	632	.....	739	3079
10	Renfrew	7738	5311	193	5504	2881	2623	22	740	1228	1534	922	603	384	93	1774	1884
11	Frontenac	7841	6765	276	7041	3732	3309	73	911	1540	1679	1292	988	499	132	920	2467
12	Addington	4840	4041	315	4356	2276	2080	45	541	709	1185	1016	566	339	.....	325	1569
13	Lennox	3370	2058	102	2160	1193	964	22	148	439	529	517	392	135	.....	221	726
14	Prince Edward	5211	4743	315	5258	2825	2433	41	628	1019	1381	1155	800	275	.....	299	1972
15	Hastings	11773	9313	711	10024	5174	4850	41	1219	2279	2746	2004	1306	470	.....	1079	3473
16	Northumberland	11150	9343	611	9954	5325	4629	15	1216	2335	2708	2011	1275	409	.....	602	3310
17	Durham	9588	7939	612	8551	4555	3946	82	848	1798	2277	1786	1257	585	.....	631	3149
18	Peterborough	7601	6542	348	6890	3593	3297	12	705	1255	1675	1376	991	350	538	568	2210
19	Victoria	8589	7541	579	8120	4184	3936	28	1103	1720	2061	1455	885	428	.....	906	2661
20	Ontario	12625	11359	778	12137	6500	5637	40	1307	2414	3224	2624	1677	768	123	795	4568
21	York	17116	14542	910	15452	8424	7028	85	1625	3104	4198	3203	2236	1086	.....	839	5289
22	Peel	7290	6094	503	7107	3876	3231	73	748	1426	1947	1421	1063	502	.....	346	2485
23	Simcoe	17133	14631	809	15443	8197	7246	54	1984	3216	4196	2894	1980	804	309	302	5394
24	Halton	5670	4986	350	5336	2934	2492	80	521	1032	1490	1188	751	354	.....	446	1992
25	Wentworth	5869	7056	429	7476	4018	3458	135	847	1448	2001	1605	1117	458	.....	501	2818
26	Brant	5860	5034	342	5376	2854	2522	35	547	1054	1447	1123	781	387	37	339	1944
27	Lincoln	5993	4744	359	5103	2720	2383	62	528	955	1445	1053	774	348	.....	278	2030
28	Welland	5674	4892	388	5280	2815	2465	69	622	1112	1443	1115	629	297	62	295	1809
29	Haldimand	6054	5866	343	6209	3231	2978	39	566	1101	1500	1269	931	454	388	215	2426
30	Norfolk	8838	7926	685	8611	4461	4150	67	985	1782	2407	1788	1087	510	52	545	3023
31	Oxford	12333	11378	840	12218	6498	5720	33	1039	2138	3052	2617	1914	1110	318	711	4947
32	Waterloo	8675	8291	316	8607	4864	3743	33	642	1335	2223	1906	1506	943	52	451	3638
33	Wellington	15955	14774	924	15698	8482	7216	27	1904	3418	4402	3220	1948	806	.....	936	5258

PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Girls' Needlework.	Other studies.
	1st class. (lowest).	2nd class.	3d class.	4th class.	5th class.															
1	1143	858	1006	943	1324	2818	1435	1417	513	688	3002	127	88	139	61	180	689	58	45	
2	889	678	907	930	1229	2315	959	830	233	415	2030	102	7	29	13	16	70			
3	855	734	925	1003	1175	2773	983	1008	345	399	2637	53	13	78	13	8	78	12	12	
4	966	490	535	561	631	1729	753	550	208	285	1782	27	15	28	5	5	51	2		
5	436	308	352	294	270	858	377	320	142	155	830	13	4	16	8	5	35		25	
6	1608	1824	1824	1522	1310	4234	1778	1914	983	710	4217	110	31	85	49	95	246	6	19	
7	1023	819	986	964	1181	3051	1019	1060	342	579	3005	86	15	40	10	82				50
8	1477	1362	1696	1581	1718	4942	1656	1778	712	1138	4172	101	57	161	40	86	40		10	60
9	1730	1356	1549	1604	1657	4514	1800	1868	961	802	4482	74	9	60	55	24	459	54	10	22
10	1374	1101	1203	918	674	2863	1285	1291	553	184	2858	69	5	25	18	5	132		10	73
11	1307	1250	1420	1228	1254	3926	1322	1717	780	652	3172	168	54	79	18	68	118	3	355	6
12	860	645	897	808	943	2481	935	1233	599	501	2444	164	14	80	12	33	193	3	8	14
13	418	324	448	461	534	1299	467	603	188	278	1257	83	2	16	3	2		10		34
14	950	852	1040	1039	1107	3651	1963	2540	1333	889	3424	182	63	141	68	130	212	40	14	201
15	2442	2016	2370	1629	1258	5454	2589	3510	1544	1082	5457	366	211	130	45	65	731	15	23	173
16	2543	2513	2663	1579	656	7016	4693	4733	2219	820	7226	262	51	193	98	44	894			25
17	1888	1668	2056	1761	1178	6406	3036	4573	2529	1076	5771	305	81	254	92	138	517	87	58	216
18	1498	1222	1537	1263	863	4421	2044	2384	1261	744	4259	132	28	47	53	19	1128	8	158	77
19	1899	1513	1657	1323	1161	4828	2100	2572	1234	721	4681	46	51	98	54	59	725		128	36
20	2657	2156	2418	2230	2177	7878	3269	3789	1925	1739	7614	197	65	159	81	138	2812	88	79	156
21	3500	2551	3102	2759	3041	9470	4679	5607	2759	2085	9401	364	182	282	143	228	2189	443	245	80
22	1474	1095	1427	1404	1640	4501	2044	2557	1352	1099	4415	216	40	136	39	100	912	38		272
23	3697	2955	3603	2572	2329	4680	3530	4468	2225	1953	8390	316	100	171	84	213	728	86	39	387
24	1003	835	1131	978	963	3395	1577	2144	664	870	3289	151	42	107	44	140	389	42	36	
25	1549	1279	1508	1292	1482	4917	2234	2851	1702	1019	4719	212	49	123	67	127	969	27	92	21
26	1029	885	1039	1054	1206	3827	1691	2058	1096	937	3495	182	83	148	57	76	809	84	78	129
27	961	830	1006	926	1086	3214	1347	1394	802	712	2951	131	41	69	38	14	294	49	50	140
28	372	849	930	992	1074	3483	1486	1865	1059	570	3445	203	16	104	40	35	565	12		71
29	1334	1075	1349	1188	1226	3926	1752	2347	1172	832	3624	214	68	106	33	131	756	8	27	
30	1715	1368	1746	1614	1646	5188	1915	2574	1002	1088	5096	415	37	133	53	107	710	106	30	
31	2300	1855	2453	2296	2523	8294	3695	4753	3998	2035	7971	568	269	328	180	299	1198	106	30	616
32	2127	1554	1802	1608	1378	6290	2863	3554	2260	1103	5666	243	125	159	115	150	2593	128	35	114
33	3213	2634	3291	2844	2732	9348	4339	5408	2649	3103	7707	455	198	224	111	533	2368	207	25	43

TABLE B.—The Common Schools of Ontario.—Continued.

PUPILS ATTENDING THE COMMON SCHOOLS.

No.	COUNTIES.—Cont'd.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of Pupils attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
34	Grey	17509	16475	1046	17521	9312	8209	2	2303	4053	4090	3232	2122	893	228	1680	5600
35	Perth	11147	10822	428	11250	5985	5265	29	1237	2462	2814	1233	1856	973	575	729	4194
36	Huron	19093	17457	842	18299	9604	8635	7	1935	3425	4568	3582	2636	1411	682	1298	7140
37	Bruce	13392	12558	736	13294	7080	6214	8	1511	2342	3302	2614	1821	928	776	849	4804
38	Middlesex	19218	17127	895	18022	9554	8468	41	1904	3257	4546	3709	2890	1483	293	1487	6884
39	Elgin	9623	8224	781	9005	4801	4204	114	807	1729	2289	1904	1376	829	71	353	3641
40	Kent	9471	7952	493	8445	4466	3985	15	941	1587	2292	1774	1195	519	137	1076	3118
41	Lambton	9647	8918	328	9246	4880	4366	20	1253	1876	2379	1798	1430	448	62	544	3298
42	Essex	7020	5853	248	6101	3139	2962	53	756	1368	1685	1151	755	346	140	1100	2094
43	District of Algoma	322	263	6	269	148	121	10	20	33	108	55	36	17	40	116	116
44	Ferry Sound	80	76	.....	76	34	42	.....	39	12	25	.....	.....	.....	.....	.....	35
	Total	391261	339423	20489	359912	190714	169198	1792	40043	71065	93616	71985	51172	24673	7358	28861	141598
CITIES.																	
45	Toronto	13333	9759	11	9770	5049	4721	.....	988	1453	2169	1702	1925	1533	.....	100	4693
46	Hamilton	5800	5756	17	5773	2972	2801	316	299	670	1247	1015	1283	1259	.....	.....	3304
47	Kingston	3600	3207	30	3237	1618	1619	150	140	364	708	683	758	584	.....	500	1720
48	London	4160	3997	111	4108	2151	1957	.....	295	668	962	892	1075	276	.....	40	2215
49	Ottawa	5000	3797	217	4014	2031	1983	40	407	751	1083	732	645	396	.....	.....	1650
	Total	31893	26516	386	26502	13821	13081	506	2129	3906	6109	5024	5686	4048	.....	640	13882
TOWNS.																	
50	Amherstburgh	650	537	22	559	282	277	.....	62	76	91	115	185	30	.....	100	252
51	Barrie	630	636	4	640	333	307	.....	39	76	118	230	124	53	.....	.....	283
52	Belleville	2000	1870	25	1895	871	1024	.....	271	351	417	351	304	221	.....	60	829

PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Girls Needlework.	Other studies.
	1st class, (lowest).	2nd class.	3rd class.	4th class.	5th class.														
34	3960	3492	4632	3319	2537	3871	5824	3021	1828	10010	556	144	207	86	133	1859	.....	122	.....
35	2387	1904	2250	1982	1889	2064	3875	2417	1365	6388	142	69	176	86	43	2634	114	21	501
36	3820	3407	3828	3447	3225	4469	6406	2733	2554	9960	442	260	302	230	295	1134	117	12	26
37	3066	2428	2754	2446	2072	2754	4550	2780	1372	6401	489	105	193	94	126	897	73	.....	229
38	3513	2968	3755	3297	3978	5513	7939	4161	3133	10936	460	316	434	280	389	2125	163	28	284
39	1520	1285	1486	1642	2396	2445	3248	1465	1400	4725	738	460	132	143	238	287	104	54	174
40	1895	1397	1745	1499	1498	2064	2640	1465	1400	4725	738	460	132	143	238	287	104	54	174
41	2009	1545	1883	1626	1904	2573	3005	1378	1121	4671	338	26	121	45	86	955	127	105	141
42	1490	1126	1159	1062	853	3300	1304	437	516	3182	90	21	33	41	52	781	1	.....	53
43	60	48	56	70	35	94	199	120	18	237	13	.....	.....	.....	5	559	12	15	100
44	18	14	19	15	14	14	16	.....	.....	70	.....	.....	.....	.....	.....	.....	.....	.....	.....
	76375	62620	74848	64579	65028	95433	120126	64258	46639	207371	9929	3227	5771	2813	4754	34771	2393	2011	4554
45	3460	1899	1919	1648	999	8654	8784	2845	2651	5883	271	353	326	198	193	7708	183	3135	.....
46	2222	982	1398	895	307	5401	4915	978	423	5341	73	140	111	24	112	1759	40	543	384
47	741	527	728	683	431	2084	1972	748	761	2242	205	146	147	105	153	1416	192	968	.....
48	1404	1076	689	495	454	2897	2897	1251	1523	2809	162	472	816	105	578	1116	513	544	922
49	1290	756	616	577	433	2827	2180	623	530	2286	166	105	239	79	109	2285	22	230	.....
	9117	5240	5380	4298	2629	21863	20778	6445	5888	18661	797	1216	1639	511	1136	14284	950	5420	1306
50	108	114	139	127	71	372	293	55	79	384	6	20	23	6	.....	336	.....	83	.....
51	137	146	194	108	55	503	453	115	67	508	.....	.....	4	5	10	150	.....	50	36
52	640	350	419	292	190	1609	1372	334	305	1456	35	.....	45	3	30	1129	.....	150	.....

TABLE B.—The Common Schools of Ontario.—Continued.

PUPILS ATTENDING THE COMMON SCHOOLS.

No.	TOWNS—Cont'd.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of Pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.						Whose days are not reported.	Number of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.			
53	Berlin	757	748	8	756	390	366	30	40	184	136	159	127	100	.....	.....	419
54	Bothwell	483	435	10	445	203	242	.....	51	88	124	77	55	50	.....	38	141
55	Bowmanville	780	633	6	639	328	311	37	23	69	149	145	161	92	.....	.....	343
56	Brantford	2100	2130	24	2154	1092	1062	43	193	291	466	365	429	410	.....	59	1097
57	Brookville	1200	1149	74	1223	620	603	.....	76	127	260	317	322	121	.....	.....	702
58	Chatham	1600	1693	68	1761	961	800	.....	189	272	475	253	340	292	.....	.....	653
59	Clifton	400	359	10	369	187	182	20	25	75	97	76	47	48	.....	36	185
60	Cobourg	1100	720	19	739	456	283	151	33	78	178	160	132	161	.....	.....	360
61	Collingwood	900	848	.....	848	487	361	.....	119	192	253	122	104	88	.....	40	296
62	Cornwall	500	454	10	464	265	199	.....	70	65	106	105	80	38	.....	.....	218
63	Dundas	800	753	.....	753	390	363	52	75	115	221	139	134	69	.....	65	327
64	Galt	1118	961	5	966	515	451	.....	31	89	238	180	280	148	.....	.....	512
65	Goderich	1064	954	14	968	515	453	.....	46	120	206	208	256	132	.....	.....	510
66	Guelph	1600	1523	22	1545	799	746	116	153	266	413	376	234	103	.....	.....	667
67	Ingersoll	1274	792	10	802	397	405	83	40	118	239	214	128	63	.....	.....	375
68	Lindsay	1400	1301	11	1312	812	500	.....	117	219	330	310	274	62	.....	.....	512
69	Milton	317	302	10	312	198	114	.....	26	41	61	64	99	21	.....	.....	159
70	Napanee	800	763	.....	763	387	376	8	100	152	275	150	81	5	.....	20	261
71	Niagara	500	396	7	403	231	172	.....	17	39	72	91	106	78	.....	5	158
72	Oakville	500	464	10	474	209	265	78	41	83	103	88	92	57	.....	10	243
73	Owen Sound	900	796	30	826	414	412	.....	60	114	161	210	260	21	.....	.....	516
74	Paris	800	772	11	783	411	372	70	55	95	193	192	213	35	.....	.....	431
75	Perth	650	563	10	573	294	279	.....	10	34	81	82	167	59	.....	140	351
76	Peterborough	1120	1094	24	1118	506	612	146	60	149	304	266	209	130	.....	.....	499
77	Picton	550	490	16	506	267	239	.....	29	47	39	171	104	156	.....	20	275
78	Port Hope	1112	1059	145	1204	710	494	.....	104	115	195	453	215	122	.....	.....	511
79	Prescott	650	520	.....	520	254	266	32	17	51	149	108	116	67	.....	12	292
80	St. Catharines	400	284	.....	284	143	141	.....	13	25	51	60	46	89	.....	.....	143
81	Sarnia	800	685	49	734	376	358	30	107	135	192	148	132	.....	.....	120	311
82	St. Catharines	2250	1909	7	1916	912	1004	.....	152	248	455	418	380	233	.....	.....	1015
83	St. Mary's	1250	1197	5	1202	592	604	.....	126	245	350	230	136	56	.....	.....	564
84	St. Thomas	550	508	14	522	259	263	50	9	91	147	127	119	29	.....	.....	262
85	Simcoe	500	476	.....	476	234	242	5	2	9	10	6	13	.....	436	.....	242

PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.				Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Girls learning Needlework.	Other studies.
	1st class. (lowest).	2nd class.	3rd class.	4th class.	5th class.														
33	241	102	146	87	118	650	291	525	219	89	583	26	32	28	14	10	222		
34	120	98	146	83	118	623	211	277	263	143	323	7		17	2	93	125		
35	107	154	207	145	26	500	278	489	78	129	512								
36	826	516	400	177	235	1985	907	1976	1320	703	1988	137	156	236	42	1605		47	60
37	329	172	250	228	222	872	486	501	233	280	639	2	90	191	30	1605			
38	401	442	337	288	131	1201	716	890	484	339	1098	67	7	92	27				
39	115	74	83	45	65	239	168	193	193	65	208	14	6	14	10				
40	148	158	185	149	99	507	301	318	139	138	464	46	19	17	31	95	30	45	
41	370	106	227	138	14	597	221	293	35	22	422	38	8	9			7		
42	99	73	64	31	68	297	193	234	127	57	356	25							
43	164	130	166	163	125	722	475	662	127	107	741	17	8	17	16				
44	256	206	200	164	140	966	400	400	126	126	966	38	16	38	8	968			108
45	213	312	253	104	86	755	443	755	110	86	755	16				492	80	128	90
46	363	255	352	248	228	1230	813	850	110	280	1154	55	23	66	25	492			
47	177	161	246	128	90	741	519	630	158	201	741	35	7	10	7	30	10		
48	453	310	181	157	104	754	400	427	149	260	628	2	12	41	3	200			
49	80	32	70	73	57	200	129	190	190	50	180	6	1	6	3	30			
50	150	175	137	206	95	499	239	246	85	85	446	6				200			
51	116	68	81	71	47	365	181	161	85	170	287	22		11	1	180			
52	129	60	207	116	40	461	207	284	28	20	371					100			
53	302	131	246	117	125	512	480	503	72	147	456	31	44	19	10	154			
54	225	199	133	170	45	752	320	684	73	186	684	18	57	57	11	32			
55	113	119	212	94	35	318	218	257	30	30	269	15				12			26
56	277	285	254	184	103	943	635	598	87	30	269	15				60			
57	198	58	131	63	90	409	284	506	20	182	934	19				12			
58	316	173	402	206	150	988	456	456	131	70	380	20				30			
59	118	106	102	53	70	391	210	341	40	351	988					60			
60	59	59	67	48	56	213	133	116	45	118	401	3				153			
61	180	194	194	133	31	598	283	608	45	52	240	4				2			55
62	211	180	194	133	31	598	283	608	45	52	240	4				2			
63	588	471	400	291	166	1101	442	583	270	218	1066	6		19	3	40			
64	309	309	221	275	133	914	444	895	176	249	634	89	11	34	27	905	23		
65	121	101	101	88	74	439	399	399	177	177	439	89	7	77	14	781		303	
66	140	104	95	74	63	464	219	308	46	46	420	44	18	18	10	431		100	476

TABLE B.—The Common Schools of Ontario.—Continued.

PUPILS ATTENDING THE COMMON SCHOOLS.																	
No.	TOWNS.—Cont'd.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of Pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
86	Stratford,.....	1050	996	8	1004	514	490	.....	85	181	254	177	245	62	.....	76	544
87	Whitby.....	900	841	14	855	430	425	.....	79	146	228	192	166	44	.....	20	368
88	Windsor.....	960	878	1	879	466	413	.....	53	171	266	194	183	12	.....	.....	371
89	Woodstock.....	1172	1072	31	1103	542	561	.....	103	154	269	204	222	151	.....	.....	516
	Total.....	38057	34561	734	35295	18252	17043	1011	2301	5166	8432	7543	7099	3618	536	771	16713
VILLAGES.																	
90	Arnprior.....	350	297	4	301	151	150	15	12	25	37	55	70	102	.....	60	150
91	Ashburnham.....	200	140	1	141	79	62	12	8	9	10	29	40	45	.....	.....	86
92	Aurora.....	402	333	19	352	198	154	.....	26	77	100	60	76	13	.....	12	144
93	Bath.....	174	154	7	161	72	89	.....	6	17	23	22	36	57	.....	20	95
94	Bradford.....	400	336	.....	336	184	152	.....	29	50	143	57	41	16	.....	.....	131
95	Brampton.....	525	484	4	488	239	249	.....	39	68	115	135	119	12	.....	.....	257
96	Brighton.....	356	349	26	375	190	185	.....	21	60	122	85	77	9	.....	7	153
97	Caledonia.....	350	328	4	332	170	162	20	31	62	98	72	55	14	.....	.....	143
98	Cayuga.....	250	232	.....	232	125	107	.....	22	31	59	55	42	23	.....	.....	102
99	Chippewa.....	400	311	.....	311	157	154	.....	14	44	65	90	74	24	.....	40	138
100	Clinton.....	560	540	2	542	260	282	.....	31	40	122	193	125	31	.....	.....	257
101	Colborne.....	240	188	.....	188	113	75	.....	32	38	70	30	8	10	.....	.....	104
102	Dunnville.....	430	400	6	406	215	191	.....	70	103	94	84	52	3	.....	.....	120
103	Elora.....	600	568	.....	568	266	302	.....	45	88	147	116	133	39	.....	.....	225
104	Embro.....	200	165	12	177	74	103	.....	10	33	52	40	28	14	.....	.....	72
105	Fergus.....	520	505	2	507	269	238	.....	22	79	145	122	86	53	.....	.....	230
106	Fort Erie.....	280	260	4	264	148	116	.....	22	45	72	62	42	21	.....	.....	113
107	Gananoque.....	520	456	.....	456	260	206	.....	53	88	106	120	75	24	.....	.....	214
108	Garden Island.....	207	186	.....	186	107	79	.....	6	20	42	31	41	46	.....	.....	107
109	Georgetown.....	420	306	6	312	176	136	.....	14	24	87	90	69	28	.....	.....	193
110	Hawkesbury.....	343	278	23	301	151	150	4	11	29	73	92	80	16	.....	41	136
111	Hespeler.....	350	347	12	359	130	229	.....	44	47	75	64	63	66	.....	5	177

PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Girls' Needlework.	Other studies.
	1st class, (lowest).	2nd class.	3rd class.	4th class.	5th class.															
86	293	174	256	159	217	984	342	684	169	32	934	...	...	26	1	4	300	...	...	150
87	284	166	191	165	45	952	895	900	47	100	815	20	12	36	43	3	279	83	84	...
88	249	214	151	160	105	615	262	328	165	96	439	12	...	5	...	89	461	139	65	...
89	321	146	235	204	197	906	624	815	82	211	834	54	67	36	30	89	994	...	...	109
90	9838	7269	8017	5818	4093	27847	15865	21450	5546	6188	25719	1044	742	1471	413	786	9981	1143	1321	1287
91	80	87	50	39	70	174	124	124	...	...	186	...	...	...	...	...	...	...	...	...
92	45	36	30	18	12	96	60	60	...	...	96	4	...	6	...	8	...	...	50	...
93	24	27	36	64	51	262	130	138	12	51	227	10	...	29	1	...	...	...	...	...
94	72	60	58	106	34	110	74	110	21	32	110	16	10	10	4	10	161	...	...	...
95	95	72	142	105	74	207	138	207	40	40	207	6	...	10	...	...	50	...	...	...
96	75	50	112	98	40	338	203	234	...	24	308	5	...	...	...	...	...	...	...	...
97	66	100	64	50	52	305	250	239	...	84	250	...	...	10	...	...	...	...	...	...
98	55	37	78	17	45	282	156	282	...	40	282	24	...	...	...	...	...	...	...	...
99	63	51	59	47	92	145	97	140	45	45	134	15	15	15	...	...	...	...	...	...
100	166	118	100	84	22	230	135	135	92	92	223	33	9	27	10	...	...	...	3	...
101	84	51	45	8	...	348	258	348	...	32	348	5	...	...	...	...	...	...	...	...
102	66	78	89	57	...	188	104	104	...	...	188	...	...	...	...	...	...	...	...	...
103	86	138	112	119	63	210	57	208	18	27	280	18	4	6	6	12	...	...	...	...
104	26	37	46	55	13	471	360	451	123	97	402	27	16	28	3	...	508	...	37	...
105	53	125	135	101	98	114	46	69	...	13	116	...	...	...	2	13	61	...	...	...
106	83	40	35	67	39	487	284	368	87	148	470	65	43	52	19	38	...	...	...	...
107	178	50	140	46	52	201	70	106	70	...	181	10	...	1	...	...	204	...	...	...
108	57	34	31	34	...	288	238	288	52	98	303	10	...	...	...	...	...	...	...	...
109	60	40	97	91	24	129	43	45	...	...	303	10	7	3	6	...	...	...	40	...
110	91	45	55	47	63	202	116	106	60	24	186	10	...	...	...	5	163	...	...	...
111	46	72	94	81	59	188	89	150	60	32	222	12	7	11	5	2	...	...	...	...
112	...	...	...	...	...	263	66	260	60	61	266	1	15	18	3	...	...	...	...	...

TABLE B.—The Common Schools of Ontario.—Continued.

PUPILS ATTENDING THE COMMON SCHOOLS.																	
No.	VILLAGES.—Cont'd.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of Pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
112	Holland Landing	200	177	22	199	97	102	.....	14	32	63	38	46	6	.....	23	85
113	Iroquois	200	163	.....	163	86	77	.....	15	28	40	29	34	17	.....	.....	72
114	Kemptville	350	302	3	305	132	173	6	12	34	55	77	89	38	.....	.....	148
115	Kincardine	350	517	4	521	288	233	.....	72	108	135	114	89	3	.....	.....	212
116	Lanark	230	164	1	165	92	73	.....	.....	.....	.....	.....	.....	.....	165	79	
117	Listowel	340	326	.....	326	180	146	.....	16	68	110	70	51	11	.....	14	156
118	Merrickville	330	328	11	339	177	162	.....	58	74	93	61	49	4	.....	.....	108
119	Mitchell	625	475	22	497	249	248	.....	30	60	134	110	90	73	.....	150	252
120	Morrisburg	300	266	9	275	150	125	.....	14	42	74	58	48	39	.....	.....	148
121	Mount Forest	476	425	10	435	199	236	.....	21	50	90	145	73	56	.....	102	212
122	Newburgh	250	211	.....	211	108	103	.....	22	43	45	45	49	7	.....	.....	98
123	Newcastle	220	203	2	205	125	80	24	25	36	57	42	39	6	.....	.....	87
124	New Edinburgh	150	140	6	146	76	70	.....	7	16	42	41	17	23	.....	.....	77
125	New Hamburg	334	330	4	334	172	162	.....	12	48	67	58	81	68	.....	.....	176
126	Newmarket	555	413	26	439	231	208	34	40	73	116	88	81	41	.....	60	191
127	Oil Springs	250	190	2	192	81	111	.....	2	2	12	36	40	100	.....	.....	84
128	Orangeville	330	280	.....	280	150	130	.....	14	26	48	85	107	.....	.....	.....	145
129	Orillia	322	273	8	281	165	116	.....	35	63	62	44	53	24	.....	.....	108
130	Oshawa	800	760	23	783	378	405	.....	61	159	218	171	148	26	.....	.....	412
131	Pembroke	350	265	6	271	156	115	.....	33	42	58	56	46	36	.....	.....	101
132	Petrolia	640	580	.....	580	280	300	.....	48	76	182	179	54	41	.....	60	251
133	Portsmouth	400	317	.....	317	173	144	4	18	36	79	65	68	51	.....	50	164
134	Port Colborne	350	313	11	324	176	148	.....	34	44	97	65	65	19	.....	.....	135
135	Port Dalhousie	324	281	12	293	160	133	.....	27	47	59	67	63	30	.....	36	143
136	Preston	400	342	.....	342	182	160	.....	11	43	80	85	115	17	.....	41	172
137	Renfrew	200	184	6	190	100	90	.....	15	36	48	35	44	12	.....	.....	94
138	Richmond	175	164	3	167	82	85	.....	10	27	30	37	38	25	.....	.....	67
139	Seaford	400	379	6	385	214	171	.....	37	64	95	68	97	24	.....	.....	150
140	Smith's Falls	362	327	.....	327	158	169	29	11	74	82	87	62	11	.....	83	149
141	Sonthampton	258	238	2	240	117	123	.....	31	34	44	45	56	30	.....	12	114
142	Stirling	230	172	13	185	97	88	.....	10	22	59	76	18	.....	.....	21	96
143	Strathroy	672	646	.....	646	352	294	.....	56	115	234	117	112	12	.....	40	276
144	Streetsville	170	128	4	132	74	58	.....	8	13	26	32	28	25	.....	15	77

PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Girls' Needlework.	Other Studies.
	1st class, (lowest).	2nd class.	3rd class.	4th class.	5th class.															
112	43	25	69	24	38	155	45	112	11	20	185	7					199		51	
113	31	16	34	38	34	100	50	57	17		90									
114	42	50	76	85	62	213	211	213	22	81	243	2						11	45	
115	114	92	95	200	20	407	103	230	18	90	407	10								
116	32	30	20	45	38	163	103	161		25	163	5		15	7					
117	50	50	114	75	37	226	226	226			226		6	6	2					
118	126	56	57	60	40	183	84	92	6	11	197									
119	109	81	100	146	61	388	260	265		121	388	30		16	1					
120	45	52	64	68	46	195	85	124		12	184	16		7	1	25				
121	133	51	38	55	161	337	265	297	21	42	297	18	6	16	7	26	123	17		
122	41	27	88	68		139	55	138			139									
123	27	21	89	55		175	68	108		17	157									
124	32	33	32	26	23	58	46	27	7	7	58	4	3	3	4		23		21	
125	70	82	73	57	52	334	192	142	66		334	15		15	8	10	110	132		
126	82	105	99	86	67	355	124	206	114	67	251	14		20	5	30				
127	50	40	38	30	34	100	50	60	20	50	111	12		12	2		192	25	40	93
128	70	50	120	30		200	60	60		60	260	6								280
129	71	34	71	54	51	170	52	85		8	234			5	6					
130	246	315	120	135	40	700	235	494	42	85	700					12	574		166	
131	66	100	42	63		132	98	81	10	22	180	14	6				62			
132	121	121	156	56	126	426	307	307	79	79	414	30	37	28	22		200	24		
133	84	53	73	48	59	201	141	141	25	65	216	15	8	1	7		217			
134	73	52	40	71	98	259	176	186	14	21	161	15	10	10	4					
135	60	79	98	45	11	220	97	97	97	31	220	11	10	9	3	13	212	12		
136	122	60	76	56	38	331	179	223	30	30	252	10	10	18	18		169	74		153
137	50	20	30	30	50	126	120	120			120									
138	40	43	32	30	22	69	31	20			102									
139	112	55	104	273	65	273	190	218		96	218	15		19	14	9				
140	71	50	90	75	41	134	148	127		49	211			1	1					
141	86	45	88	36	30	170	147	147	13	30	170	9		5	5					
142	28	46	49	33	29	111	29	62		10	140	2								
143	177	116	216	47	90	469	233	353		90	353			45			646	197		646
144	24	29	43	36		108	79	79		36	108	2								

TABLE B.—The Common Schools of Ontario.—*Concluded.*

PUPILS ATTENDING THE COMMON SCHOOLS.

No.	VILLAGES— <i>Cont'd.</i>	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of Pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
145	Thorold.....	450	395	41	436	235	201	62	61	114	117	67	59	18	.....	41	154
146	Trenton.....	500	449	7	456	264	192	.....	20	89	107	125	81	34	.....	30	230
147	Vienna.....	240	173	9	182	99	83	.....	12	22	45	42	46	13	.....	.....	93
148	Wardsville.....	178	164	.....	164	87	77	.....	24	24	55	55	26	6	.....	10	105
149	Waterloo.....	500	445	6	451	225	226	.....	24	48	101	93	124	61	.....	.....	248
150	Welland.....	328	328	.....	328	185	143	.....	35	73	84	61	60	15	.....	.....	138
151	Wellington.....	144	124	8	132	71	61	18	13	23	34	10	45	7	.....	20	65
152	Yorkville.....	586	458	2	460	237	223	1	53	78	116	81	69	63	.....	.....	206
	Total.....	22755	19688	421	20409	10504	9815	237	1607	3183	5150	4554	3092	1758	165	993	9445
153	Total Counties.....	391261	339423	20489	359912	190714	169198	1792	40043	71065	93616	71985	51172	24673	7358	28861	141508
154	" Cities.....	31893	26516	386	26902	13821	13081	506	2129	3906	6109	5024	5686	4048	.....	640	13882
155	" Towns.....	38057	34561	734	35295	18252	17043	1011	2901	5166	8432	7543	7099	3618	536	771	16713
156	" Villages.....	22755	19988	421	20409	10504	9815	237	1607	3183	5150	4554	3092	1758	165	993	9445
157	Grand Total, 1870.....	483966	420488	22030	442518	232331	209137	3546	46630	83320	113307	89106	67949	34097	8059	31265	181638
158	" " 1869.....	470400	409184	23246	432430	229685	202745	3425	45081	82307	110295	85735	65496	33298	10218	34660	178053
159	Increase.....	13566	11304	.....	10088	3696	6392	121	1599	1013	3012	3371	2453	799	.....	.....	3585
160	Decrease.....	.....	.....	1216	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2159	3395	.....

PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writings.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Girls' Learning.	Needlework.	Other Studies.
	1st class. (lowest).	2nd class.	3rd class.	4th class.	5th class.																
145	100	64	90	89	102	288	119	125	.....	11	252	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
146	97	94	133	93	50	299	234	305	84	28	230	7	1	7	4	26	186	.....	.....	.....	.....
147	20	35	67	21	30	118	81	118	44	6	125	30	.....	8	3	.....	.....	.....	.....	.....	.....
148	37	31	54	43	.....	128	117	117	.....	12	117	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
149	117	118	74	77	65	451	216	216	27	38	451	14	12	6	1	12	451	6	.....	.....	.....
150	69	77	62	92	28	245	103	109	32	.....	191	26	.....	.....	.....	.....	.....	.....	.....	.....	.....
151	25	22	21	27	37	88	37	59	29	10	88	12	.....	7	1	8	.....	.....	.....	.....	.....
152	136	107	145	68	54	385	146	217	75	49	370	13	5	18	3	24	265	100	.....	.....	.....
.....
.....	4790	4010	4900	3949	2919	15005	8527	10637	1635	2361	14470	658	239	515	199	373	4836	598	453	1173	.....
153	76575	62629	74848	64579	65028	214212	95433	120426	64258	46639	207371	9929	3227	5771	2812	4754	34771	2393	2011	4554	.....
154	9117	5240	5380	4298	2629	11619	11619	20778	6445	5888	18661	797	1216	1639	511	1136	14284	950	5420	1306	.....
155	9838	7269	8017	5818	4093	27847	15865	21450	5546	6188	25719	1044	742	1471	413	786	9981	1143	1321	1287	.....
156	4790	4010	4900	3949	2919	15005	8527	10637	1635	2361	14470	658	239	515	199	373	4836	598	453	1173	.....
.....
157	100320	79139	93145	78644	74669	278927	131444	173351	77884	61075	236221	12428	5424	9396	3936	7049	63872	5084	9205	8320	.....
158	97583	77914	91181	77117	73536	265956	127066	166025	76085	60800	254483	11915	4645	8575	3870	8286	53882	5882	9200	6300	.....
.....
159	2737	1225	1964	1527	1133	12971	4378	7326	1799	276	11735	513	779	821	66	1237	9990	.....	5	1960	.....
160	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	798	.....	.....	.....

NOTE.—Tables A, B, C, D, E, contain the Statistics of Separate Schools incorporated with those of Common Schools; they are, however, reported separately in Table F. The total number of "Pupils attending School" is sometimes given as greater than the "School Population between 5 and 16." This is caused by non-residents, and persons over 16 attending School.
The total number of "Children not attending any School whatever" is very incompletely reported. It is a difficult matter to obtain the information.

TABLE C.—The Common

COMMON SCHOOL.

TOTALS.	TOTAL.			RELIGIOUS DENOMINATIONS.												
	Com. School Teachers.	Male.	Female.	Church of England.	Church of Rome.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Christian and Disciple.	Reported as Protestant.	Unitarian.	Other persuasions.	Not reported.
Total Counties	4378	2485	1893	694	435	1389	1324	255	61	18	13	45	99	4	13	28
“ Cities.....	253	66	187	55	74	52	52	5	8	.....	.....	.....	7	.....	.....	.....
“ Towns	340	118	222	75	62	99	77	14	6	1	1	1	1	.....	1	2
“ Villages.....	194	84	110	45	21	49	56	8	1	2	.....	1	10	.....	.....	1
Grand Total, 1870.....	5165	2753	2412	869	592	1589	1509	282	76	21	14	47	117	4	14	31
“ 1869.....	5054	2775	2279	826	566	1573	1470	307	63	18	17	48	105	8	14	39
Increase.....	111	.....	133	43	26	16	39	.....	13	3	.....	.....	12	.....	.....	.....
Decrease.....	.....	22	.....	.....	.....	.....	.....	25	.....	.....	3	1	.....	4	.....	8

Schools of Ontario.

TEACHERS.

Total holding Certificates.	CERTIFICATES.								ANNUAL SALARIES.						
	Normal School.		County Board.			Unclassified.	Unqualified.	Certificates annulled.	Number of Scholars who at- tended Normal School with- out obtaining Certificates.	Number of Schools in which Teacher was changed during the year.	Number of Schools having more than one Teacher.	Highest salary paid.	Lowest salary paid male Teacher.	Male Teacher, without board.	Female Teacher, without board.
	First Class.	Second Class.	First Class.	Second Class.	Third Class.										
4353	177	268	1622	1972	314	25	.....	10	70	601	95	\$ 600	\$ 100	\$ 260	\$ 187
199	69	34	80	15	1	54	.....	.....	.....	18	60	1000	250	597	231
321	46	29	166	74	6	19	.....	.....	2	31	113	1000	225	482	226
188	27	18	93	41	9	6	.....	1	3	17	54	600	264	422	190
5061	319	349	1961	2102	330	104	.....	11	75	667	322	1000	100	450	225
4920	259	342	1819	2117	383	134	.....	11	40	659	304	1300	80	448	226
141	60	7	142	.....	.....	.....	.....	.....	35	8	18	.....	20	2	.....
.....	.....	.....	.....	15	53	30	.....	.....	.....	.....	.....	300	.....	.....	1

TABLE D.—The Common

TOTALS.	SCHOOLS.					SCHOOL HOUSES.														
	Number of School Sec- tions.	Number of Schools open.	Number of Schools closed or not reported.	Number of Free Schools.	Number of Schools partly free and otherwise.	Total Number of School Houses.	KIND.					TITLE.				BUILT DURING THE YEAR.				
							Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Leased.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.
Total Counties.....	4345	4272	73	4003	269	4296	729	379	1786	1404	6	3889	300	82	25	59	24	70	13	176
“ Cities	60	60	.....	60	.....	60	34	12	14	.....	.....	58	2	.....	.....	1	.....	.....	.....	1
“ Towns.....	126	126	.....	93	33	126	62	18	46	.....	.....	101	9	15	1	1	.....	.....	.....	1
“ Villages	108	108	.....	88	20	108	45	19	42	2	.....	102	1	5	.....	.....	.....	.....	.....	.....
Grand Total, 1870.	4639	4566	73	4244	322	4590	870	428	1888	1406	6	4150	312	102	26	61	24	70	13	178
“ 1869.	4598	4524	74	4131	393	4553	815	427	1817	1469	25	4078	346	95	34	50	30	68	28	176
Increase	41	42	.....	113	.....	37	55	1	71	.....	.....	72	.....	7	.....	11	.....	2	.....	2
Decrease .....	.....	.....	1	.....	71	.....	.....	.....	.....	63	19	.....	34	.....	8	.....	6	.....	15	.....

Schools of Ontario.

SCHOOL VISITS.											LECTURES.			TIME OPEN.		
Total.	Local Superintendents,	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Number of Examinations.	Number of Schools distributing prizes.	Number of Schools holding recitations.	Total.	Local Superintendents.	Other persons.	Number of Schools whose time is reported.	Total number of months and days open, including holidays and vacations.	Average No. of months and days open, including holidays and vacations.
61566	8124	4749	1310	1459	312	15682	29930	6721	1203	2390	2909	2664	245	4180	46385·29	11·03
4432	894	450	95	50	164	822	1957	66	45	54	20	18	2	60	720·	12·
5632	914	989	112	86	33	1195	2303	158	66	70	18	12	6	126	1487·	11·15
4177	516	536	114	110	8	1025	1868	152	31	52	107	70	37	108	1093·27	11·29
75807	10448	6724	1631	1705	517	18724	36058	7097	1345	2566	3054	2764	290	4474	49686·26	11·04
74576	10188	6447	1547	1832	310	18613	35639	6970	1357	2412	3127	2780	347	4433	49291·05	11·04
1231	260	277	84	.....	207	111	419	127	.....	154	.....	.....	.....	41	395·21	.....
.....	.....	.....	.....	127	.....	.....	.....	.....	12	.....	73	16	57	.....	.....	.....

Number of Schools whose time is reported.

Total number of months and days open, including holidays and vacations.

Average No. of months and days open, including holidays and vacations.

TABLE E.—The Common

NUMBER OF SCHOOLS USING

TOTALS.	No. of Schools reported.			READERS.			SPELLING BOOKS.			ARITHMETICS.			GRAMMARS.				
	No. of Schools opened and closed with prayer.	No. of Schools opened and closed with prayer.	Schools using the Bible and Testament.	Canadian National.	Irish National.	Various.	Sullivan or National.	Canadian National.	Various.	Irish National.	Sangster's National.	Various.	Sullivan or National.	Lennie.	Bullion.	Davies.	Various.
Total Counties.....	4272	2963	2828	4154	307	83	610	2900	436	172	3973	170	870	994	373	1389	211
“ Cities	60	60	60	44	2	13	8	46	10	.....	50	10	20	18	9	19	.....
“ Towns.....	126	123	119	108	5	13	7	109	12	2	120	8	22	37	12	86	4
“ Villages	108	100	90	97	4	2	9	84	10	1	100	5	13	21	4	63	2
Grand Total, 1870 ...	4566	3246	3097	4403	318	111	634	3139	468	175	4243	193	925	1070	398	1557	217
“ 1869 ...	4524	3127	3002	4387	319	71	2467	1176	220	384	4251	58	571	1686	803	839	368
Increase.....	42	119	95	16	.....	40	.....	1963	248	.....	.....	135	354	.....	.....	718	.....
Decrease .....	.....	.....	.....	.....	1	.....	1833	.....	.....	209	8	.....	.....	616	405	.....	151

TABLE F.—The Roman Catholic

TOTALS.	No. of Separate Schools.	RECEIPTS.					EXPENDITURES.			PUPILS AND TIME.		
		Amount of the Legislative Grant paid in 1870.	Legislative apportionment for maps, apparatus, prizes and libraries.	Amount raised from School Rate on supporters.	Amount subscribed by supporters and other sources.	Total amount received.	Amount paid to Teachers.	Amount paid for maps, apparatus, prizes and libraries, including 100 per cent.	Amount paid for other purposes.	Number of pupils.	Number of months open.	Average attendance.
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.			
Total Counties...	105	2851 90	27 00	12194 61	4790 77	19864 28	14842 20	194 60	4827 48	6338	10	2692
“ Cities	21	3342 00	441 85	7605 98	6222 70	17612 53	11827 37	935 50	4849 66	7347	12	3950
“ Towns.....	25	2233 00	214 19	9666 03	5208 57	17321 79	12009 37	632 80	4679 62	5658	12	2842
“ Villages ...	12	480 00	.....	2379 00	843 06	3702 06	3059 90	4 00	638 16	1309	11	551
Grand Total, '70.	163	8906 90	683 04	31845 62	17065 10	58500 66	41738 84	1766 90	14994 92	20652	11	10035
“ '69.	165	8730 00	475 66	31443 43	16102 45	56751 54	38628 89	1439 64	16683 01	20684	11	8331
Increase.....	.....	176 90	207 38	402 19	962 65	1749 12	3109 95	327 26	.....	.....	...	1704
Decrease	2	.....	.....	.....	.....	.....	.....	.....	1688 09	34	.....	.....

Separate Schools of Ontario.

TEACHERS.					RELIGIOUS EXERCISES.	NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.													MAPS, APPARATUS, &c.			
Number of Teachers.					Number of schools opened and closed with prayer.	Number of schools using the Bible.	Number of pupils learning Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Book-keeping.	Algebra.	Geometry.	Natural Philosophy.	Music.	Number of maps.	Number of schools using maps.	Apparatus.	Blackboards.	
Male.	Female.		Male.	Female.																		
97	32	65	...	4	77	16	6090	3487	3479	1287	1845	770	143	22	32	50	391	257	55	8	79	
74	31	43	25	38	17	15	7040	4932	5166	3685	3953	2266	394	269	111	296	4336	216	17	17	17	
49	26	23	...	14	22	10	5429	3626	3817	1987	2434	1159	194	140	87	106	1195	257	24	7	23	
16	7	9	...	2	11	5	1309	805	791	450	487	264	75	4	.....	.....	138	65	10	5	9
236	96	140	25	58	127	46	19868	12850	13253	7409	8719	4459	806	435	230	452	6060	795	106	37	128	
228	104	124	30	43	136	48	20127	12953	12921	7361	9067	4019	827	408	187	574	4982	722	110	41	139	
8	...	16	...	15	.....	.....	.....	.....	332	48	.....	440	.....	27	43	.....	1078	73	.....	.....	.....
.....	8	.....	5	.....	9	2	259	103	.....	.....	348	.....	21	.....	.....	122	.....	.....	4	4	11

TABLE G.—The

No.	SCHOOLS.		MONEYS.						
	GRAMMAR SCHOOLS.	COUNTIES.	RECEIPTS.						
			Balances from 1869.	Legislative Grant.		Local Sources.			Total receipts for 1870.
				For masters' salaries.	For maps, prizes, &c.	Municipal Grants.	Fees.	Balances and other sources	
			\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1	Arnprior	Renfrew		303 00		401 75	56 50		761 25
2	Barrie	Simcoe		604 00	12 11	400 00	473 00		1489 11
3	Beamsville	Lincoln	1 86	241 00	11 75	275 00		120 00	649 61
4	Belleville	Hastings	79 35	793 00	5 00	1200 00	4 00		2081 35
5	Berlin	Waterloo		395 00		665 00		55 51	1115 51
6	Bowmanville	Durham		897 00	29 00	830 00	240 00		1996 00
7	Bradford	Simcoe	63 88	265 00		400 00	72 00		800 88
8	Brampton	Peel		465 00	18 86	485 00		18 86	987 72
9	Brantford	Brant	91 53	460 00		290 00	565 75		1407 28
10	Brighton	Northumberland	25 56	358 00	10 00	400 00		0 19	793 75
11	Brockville	Leeds	151 33	176 00		600 00			927 33
12	Caledonia	Haldimand	142 77	411 00	45 55	222 01	68 11	26 91	916 35
13	Carleton Place	Lanark	378 06	233 00	20 00	505 00		22 25	1158 31
14	Cayuga	Haldimand		301 03		200 00		151 99	652 99
15	Chatham	Kent	432 86	544 00		375 00	459 00		1810 86
16	Clinton	Huron	6 06	403 00	30 00	500 00	218 00		1157 06
17	Cobourg	Northumberland	146 02	1241 00	6 25	50 00	1191 50	737 10	3371 87
18	Colborne	do	0 50	717 00	28 50	17 60		540 06	1303 66
19	Collingwood	Simcoe	54 16	368 00	10 00	450 00	79 00		961 16
20	Cornwall	Stormont		347 00	27 06	(e)200 00	(e)100 00	(e)200 00	(e)874 06
21	Drummondville	Welland	52 90	470 00		235 00	347 50		1105 40
22	Dundas	Wentworth		1129 00		846 75	257 55		2233 30
23	Dunnville	Haldimand	†68 62	466 00	13 00	450 00			997 62
24	Elora	Wellington	18 20	292 00		310 00			620 20
25	Farmersville	Leeds		581 00		150 00		140 00	871 00
26	Fergus	Wellington	58 51	233 00	10 00	300 00	104 50		706 01
27	Fonthill	Welland		726 00		355 00	420 00		1501 00
28	Galt	Waterloo	1383 46	1756 00		900 00	1819 17	50 00	5908 63
29	Gananoque	Leeds		374 00		330 00			704 00
30	Goderich	Huron	414 54	479 00	25 00	500 00	392 00	9 00	1819 54
31	Grimsby	Lincoln	43 38	490 00	12 00	175 00	225 70	105 99	1052 07
32	Guelph	Wellington		634 00		680 18	108 75	309 76	1732 69
33	Hamilton	City	26 85	1737 00	141 72	800 00	1815 38	662 00	5182 95
34	Ingersoll	Oxford		389 00		(e)200 00	(e)200 00		(e)789 00
35	Iroquois	Dundas		735 00		200 00	228 00	167 00	1330 00
36	Kemptville	Grenville	132 35	441 00	20 00	250 00			843 35
37	Kincardine	Bruce		322 00	7 00	751 03			1081 03
38	Kingston	City	188 32	1268 00	84 10	638 00	1235 86	384 58	3798 86
39	Lindsay	Victoria		539 00		200 00	27 00	167 50	933 50
40	London	City	547 05	673 00			288 50	640 83	2149 38
41	L'Orignal	Prescott	66 57	346 00	10 00	300 00		10 00	732 57
42	Manilla	Ontario		440 00	35 02		60 50	466 85	1002 37
43	Markham	York	107 73	533 00	30 00	300 00	268 67	11 61	1251 01
44	Metcalfe	Carleton		206 00		150 00		94 00	450 00
45	Milton	Halton		225 00	10 00	300 00	78 00	80 00	693 00
46	Morrisburgh	Dundas		369 00	10 00	281 00			660 00
47	Mount Pleasant	Brant		300 00	34 50	100 00		416 50	851 00
48	Napanee	Lennox	0 80	936 00		550 00			1486 80
49	Newburgh	Addington		717 00		434 03			1151 03
50	Newcastle	Durham	125 00	491 00	25 35	250 00	188 00		1079 35
51	Newmarket	York		384 00		300 00	500 00		1184 00
52	Niagara	Lincoln		300 00		475 00	200 00		975 00
53	Norwood	Peterborough	261 79	405 00	20 00	180 00		1088 89	1955 68
54	Oakville	Halton		203 00		668 39			871 39
55	Oakwood	Victoria		254 00		100 00			354 00

(e) Estimated.

† This balance includes \$50 due from Municipality, but entered as received in account of 1869.

Grammar Schools.

MONEYS.						PUPILS AND TERMS OF ADMISSION.	
EXPENDITURE.						Number of Pupils attending during 1870.	Fees per term of three months per pupil.
Masters' salaries.	Building, rent and repairs.	Maps, prizes and libraries.	Fuel, books and contingencies.	Total expenditure for 1870.	Balance over.		
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.		
648 00	60 00	5 00	48 25	761 25		36	45 cents.
1377 00	12 50	24 22	62 75	1476 47	12 64	67	\$4.
620 30		23 50	5 61	649 41	0 20	28	Free.
1414 50	16 16	10 00	221 98	1662 64	418 71	118	Free.
1100 00	5 70		9 81	1115 51		52	
1800 00		58 00	138 00	1996 00		110	55 to 30 cents.
686 50	1 20		86 50	774 20	26 68	43	75 cents.
950 00		37 72		987 72		94	Free.
1040 52	201 88		129 97	1372 37	34 91	58	\$4 50.
700 00		20 00	46 83	766 83	26 92	75	Free.
875 25		15 00		890 25	37 08	88	Free.
825 25		91 10		916 35		57	25 cents.
583 33	251 49	40 00	48 75	923 57	234 74	53	Free.
602 00			50 99	652 99		50	Free.
1275 00	56 78		112 53	1444 34	366 52	96	\$4, \$3, \$2.
850 00	80 00	61 40	70 13	1061 53	95 53	52	\$2.
2845 58	222 91	12 60	136 89	3217 98	153 89	144	\$3 50.
1090 00		57 00	6 50	1153 50	150 16	90	Free.
825 00	62 43	30 00	43 73	931 16		28	\$3, \$2.
(e)750 00	(e)50 00	(e)54 12	(e)19 94	(e)874 06		33	
878 75	43 71		85 64	1008 10	97 30	64	\$2 50.
1600 00	128 09	25 00	119 98	1873 07	360 23	128	75 cents.
812 00	45 00	28 00	32 09	917 09	80 53	70	Free.
542 00			35 08	577 08	43 12	35	
600 00	95 00	11 00	165 00	871 00		77	Free.
578 50	12 12	20 00	42 09	652 71	53 30	39	
1201 00	110 00		190 00	1501 00		89	\$3 50.
4121 40	384 00	89 11	263 32	4857 83	1050 80	170	\$4.
600 00	17 00		87 00	704 00		59	Free.
1054 90	29 75	50 00	107 32	1241 97	577 57	77	\$2.
985 17		24 35	42 55	1052 07		47	\$2.
1300 00	100 83	8 00	323 86	1732 69		88	75 cents.
3533 44	22 44	283 44	253 38	4092 70	1090 25	209	\$4, \$2.
(e)750 00		(e)20 00	(e)19 00	(e)789 00		67	75 cents.
1075 00	157 87		97 13	1330 00		110	\$2, \$1.
691 00	13 72	40 00	26 23	770 95	72 40	49	Free.
600 00	127 56	*210 00	85 04	1022 60	58 43	71	Free.
3141 86	148 00	176 67	331 57	3798 10	0 76	117	\$4 50, \$3 50.
808 50	25 00	20 00	80 00	933 50		56	Free.
2097 05				2097 05	52 33	71	\$1 50.
600 00		20 00		620 00	112 57	48	Free.
920 82		70 04	11 51	1002 37		46	\$3 to \$1.
687 80	48 19	65 00	41 85	842 84	408 17	61	\$2.
450 00				450 00		27	Free.
603 00	30 00	30 00	30 00	693 00		35	\$3.
600 00		20 00	40 00	660 00		63	Free.
520 00		69 00	262 00	851 00		50	Free.
1175 01	103 88		202 68	1481 57	5 23	163	Free.
1080 35			70 68	1151 03		139	Free.
800 00	100 00	50 70	128 65	1079 35		62	\$1.
1119 50	13 17		51 33	1184 00		60	\$4.
829 00	36 00	30 00	80 00	975 00		31	\$4.
1196 20	152 42	40 00	115 12	1503 74	451 94	76	Free.
761 13	27 00		83 26	871 39		54	Free.
354 00				354 00		57	Free.

* Includes scholarship.

TABLE G.—The Grammar

No.	SCHOOLS.		MONEYS.						
	GRAMMAR SCHOOLS.	COUNTIES.	RECEIPTS.						
			Balance from 1869.	Legislative Grant.		Local Sources.			Total receipts for 1870.
				For masters' salaries.	For maps, prizes, &c.	Municipal Grant.	Fees.	Balances and other sources.	
			\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
56	Omemees	Victoria	6 44	754 00		200 00	22 00		982 44
57	Orangeville	Wellington		303 00		339 73			642 73
58	Osborne	Russell		155 00		300 00		24 00	479 00
59	Oshawa	Ontario		943 00		1301 00			2244 00
60	Ottawa	City	358 97	1176 00	28 00	650 00	1904 33	103 46	4220 76
61	Owen Sound	Grey		554 00	92 00	646 00		92 00	1384 00
62	Pakenham	Lanark		295 00	36 20			341 48	672 68
63	Paris	Brant		581 00		337 47		193 00	1111 47
64	Pembroke	Renfrew		292 00	5 00	247 00	93 00		637 00
65	Perth	Lanark		887 00		480 00	343 12		1710 12
66	Peterborough	Peterborough		1512 00	5 00	756 00		6 00	2279 00
67	Pictou	Prince Edward	247 64	403 00	29 00	1200 00	6 93	5 33	1891 90
68	Port Dover	Norfolk	40 00	301 00	33 00			199 00	573 00
69	Port Hope	Durham		811 00		413 98	591 00		1815 98
70	Port Perry	Ontario		499 00				276 00	775 00
71	Port Rowan	Norfolk	28 05	337 00	22 00			250 00	637 05
72	Prescott	Grenville	127 92	496 00	10 50	320 00	110 00		1064 42
73	Renfrew	Renfrew	0 27	333 00	21 50	346 08			700 85
74	Richmond	Carleton	24 00	252 00		(e)200 00	(e)70 00		(e)546 00
75	Richmond Hill	York		402 00		300 00			702 00
76	Sarnia	Lambton		244 00	20 00	692 50	40 00		996 50
77	Scotland	Brant		349 00	18 00	100 00	591 35		1058 35
78	Simcoe	Norfolk		704 00		494 55	26 00	180 00	1401 55
79	Smith's Falls	Lanark	30 74	405 00		400 00	94 25		929 99
80	Smithville	Lincoln	28 50	374 00		175 00	140 00		717 50
81	Stirling	Hastings	32 20	265 00		378 90			676 10
82	Stratford	Perth	88 36	577 00		500 00			1165 36
83	Strathroy	Middlesex		354 00		305 50			659 50
84	Streetsville	Peel	171 55	484 00	14 00	280 00		57 67	1007 22
85	St. Catharines	Lincoln	63 89	1238 00	25 00	750 00	862 16	28 00	2967 05
86	St. Marys	Perth		594 00		400 00	12 25	363 75	1370 00
87	St. Thomas	Elgin		241 00		400 00	35 50	167 27	843 77
88	Thorold	Welland		475 00	24 00	238 50	100 00	259 00	1096 50
89	Toronto	City	4646 64	1239 00	25 96	5200 00	1231 08	4190 30	16532 98
90	Trenton	Hastings		408 00	38 00	347 50			793 50
91	Uxbridge	Ontario	91 24	666 00	41 00	225 00			1023 24
92	Vankleeckhill	Prescott		394 00	8 10	300 00	78 00	38 00	818 10
93	Vienna	Elgin		395 00		253 05			648 05
94	Wardsville	Middlesex	160 61	525 00		247 00	18 00		950 61
95	Waterdown	Wentworth	51 58	336 00	45 00	252 00	66 75	255 85	1007 18
96	Welland	Welland		333 00		166 50		1266 00	1765 50
97	Weston	York		489 00		300 00	383 25		1172 25
98	Whitby	Ontario		1371 00	60 23	961 48	63 00		2455 71
99	Williamstown	Glengarry	300 00	447 00		250 00	42 50	27 12	1036 62
100	Windsor	Essex	22 00	475 00	5 00	315 75			817 75
101	Woodstock	Oxford		662 00		500 00	159 57		1321 57
101	Grand Total, '70		11590 61	*54695 00	1348 26	43597 23	19375 98	15000 61	145607 69
101	" '69		10083 78	52103 00	789 64	35403 40	16924 28	10789 36	126093 46
	Increase		1506 83	2592 00	558 62	8193 83	2451 70	4211 25	19514 23
	Decrease								

(e) Estimated.

* There was also paid to 10 Meteorological Stations, for services in 1869, \$1230, and, 1870, \$1575.

‡ A portion of the Municipal Grant of 1870 appeared in the account of 1869.

Schools.—Continued.

MONEYS.						PUPILS AND TERMS OF ADMISSION.	
EXPENDITURE.						Number of pupils attending during 1870.	Fees per term of three months per pupil.
Masters' salaries.	Building, rent and repairs.	Maps, prizes and libraries.	Fuel, books and contingencies.	Total expenditure for 1870.	Balance over.		
\$ cts.	\$ cts.	\$ sts.	\$ cts.	\$ cts.	\$ cts.		
700 00	66 00	25 00	130 65	921 65	60 79	81	Non. res. \$2, res. free.
550 00	50 00		42 73	642 73		50	Free.
400 00			24 00	424 00	55 00	33	Free.
1400 00	632 00		212 00	2244 00		111	Free.
3557 06	306 76	113 40	243 54	4220 76		106	\$8, \$6.
1200 00		184 00		1384 00		64	Free.
540 00	30 35	72 40	29 93	672 68		32	Free.
1000 00	8 66		102 81	1111 47		57	\$3 non-residents.
600 00	10 00	10 00	17 00	637 00		30	\$1 50.
1597 12			113 00	1710 12		98	\$4.
2000 00	134 00	10 00	135 00	2279 00		198	\$1 50 and 75 cents.
1300 00	10 32	58 00	121 74	1490 06	401 84	85	Free.
450 00	50 00	66 00	7 00	573 00		43	Free.
1450 00	9 81		356 17	1815 98		92	\$5 to \$2.
775 00				775 00		70	Free.
375 00		44 00	37 00	456 00	181 05	52	Free.
850 00	2 25	30 50	143 69	1026 44	37 98	80	75 cents.
600 00	19 92	43 00	37 93	700 85		53	Free.
(c)500 00	(c)20 00	(c)20 00	(c)6 00	(c)546 00		40	45 cents.
650 00			52 00	702 00		51	Free.
900 00		40 00	56 50	996 50		29	75 cents.
504 50	404 00	36 00	113 85	1058 35		63	Free.
1200 00		15 00	189 55	1404 55		80	\$3 non-residents.
700 00	25 00		81 15	806 15	123 84	58	\$1 50 non-res., 75 cents res.
664 00			11 00	675 00	42 50	46	\$2.
600 00	3 35		57 75	661 10	15 00	48	Free.
800 00	8 54	10 00	138 76	957 30	208 06	59	Free.
600 00	12 00	5 00	42 50	659 50		84	Free.
920 22	38 00	28 00	21 00	1007 22		65	
2315 21	300 00	78 00	180 10	2873 31	93 74	89	\$3 and \$2.
1250 00		20 00	100 00	1370 00		80	\$2 non-res., free res.
725 00	20 00		98 77	843 77		68	Free.
860 00	105 00	48 50	83 00	1096 50		88	75 cents.
2731 66	13527 28	75 54	198 50	16532 98		150	\$5 50, \$4 50.
700 00	17 50	76 00		793 50		54	Free.
720 00	54 63	82 00	55 17	911 80	111 44	89	Free.
772 00		16 20	29 90	818 10		62	\$3 out of county.
600 00			48 05	648 05		45	Free.
760 61				760 61	190 00	63	25 cents.
600 00	72 90	90 00	32 82	795 72	211 46	54	75 cents.
750 00	990 00		25 50	1765 50		44	Free.
884 85	217 40		70 00	1172 25		67	\$2 50.
1909 75	83 82	120 46	341 68	2455 71		197	\$2.
736 62	59 85		34 58	831 05	235 57	60	\$2 50 non-residents.
800 00		17 75		817 75		72	Free.
1129 00	108 97		83 60	1321 57		74	\$1.
105153 21	20390 11	3374 72	8648 47	137566 51	8041 18	7351	
97009 42	7378 46	1892 49	8222 48	114502 85	11590 61	6608	
8143 79	13011 65	1482 23	425 99	23063 66		743	
					3549 43		

The total grant paid was, therefore, \$57,500.

TABLE H.—The

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

GRAMMAR SCHOOLS.	IN ENGLISH.					IN LATIN.							
	Total in English.	In English Grammar.	In Spelling and Dictation.	In Reading.	In Composition.	Total in Latin.	In Harkness or Arnold.	In Latin Grammar.	In Latin Exercises and Prose Composition.	In Prosody.	Reading Cæsar.	Reading Virgil.	Reading Livy.
Arnprior	36	36	36	36	36	36	36	36	36	7	10	6	.....
Barrie	67	67	67	67	.....	64	26	64	12	6	8	8	5
Beamsville	28	28	27	27	28	27	27	1	1	1	.....	1	.....
Belleville.....	118	118	118	118	45	104	94	80	46	8	10	8	.....
Berlin	52	.....	52	52	.....	49	44	.....	1	.....	4	1	.....
Bownanville	110	110	110	110	110	110	69	30	7	.....	.....	8	.....
Bradford	43	43	43	43	.....	30	27	9	.....	.....	6	1	.....
Brampton	94	94	94	94	74	87	74	17	13	7	6	6	4
Brantford	58	58	58	58	58	58	45	58	5	.....	.....	9	.....
Brighton	75	75	75	75	75	63	16	41	.....	.....	2	1	.....
Brockville	88	88	88	88	.....	70	60	10	.....	4	6	.....	.....
Caledonia	57	57	57	57	57	34	29	34	6	6	6	6	.....
Carleton Place	53	48	50	53	26	22	22	22	22	.....	6	3	.....
Cayuga	50	50	50	50	20	43	22	25	6	.....	3	3	.....
Chatham	96	96	96	96	96	72	72	72	72	13	15	10	2
Clinton	52	52	52	52	52	52	42	52	4	4	4	4	.....
Cobourg	127	105	79	79	92	141	114	26	12	19	26	19	.....
Colborne	90	90	90	90	70	90	90	20	12	4	4	4	.....
Collingwood	28	28	28	28	.....	28	.....	.....	.....	.....	.....	.....	.....
*Cornwall	33	33	33	23	.....	32	12	.....	18	8	8	13	7
Drummondville.....	64	64	.....	64	.....	64	42	22	22	10	12	4	2
Dundas	128	128	128	128	21	128	110	110	18	15	.....	7	11
Dunnville	70	70	70	70	30	66	66	13	.....	.....	.....	.....	.....
Elora	32	32	32	32	11	32	12	15	11	5	6	9	1
Farmersville	77	77	77	20	77	76	71	50	15	.....	3	.....	.....
Fergus	39	39	39	39	1	38	35	38	.....	1	3	2	.....
Fonthill	80	79	54	57	54	87	81	87	27	17	24	17	8
Galt	170	170	170	170	120	170	57	151	35	6	14	20	6
Gananoque	59	59	59	59	.....	46	42	46	5	.....	5	.....	.....
Goderich	77	77	77	77	61	54	37	54	24	17	.....	13	.....
Grimsby	47	47	47	47	47	47	26	47	5	.....	10	10	3
Guelph	88	88	88	88	88	87	68	32	32	20	.....	18	3
Hamilton	209	209	209	209	209	148	111	148	148	37	.....	19	11
Ingersoll	67	67	67	67	.....	54	42	.....	.....	10	.....	.....	.....
Iroquois	110	110	95	110	110	102	99	102	2	3	3	3	2
Kemptville	49	49	49	49	49	49	41	49	27	9	.....	1	.....
Kincardine	71	71	71	71	18	27	27	15	6	.....	5	.....	.....
Kingston	117	117	117	117	116	117	53	117	117	75	37	29	14
Lindsay	56	56	56	56	56	51	45	15	20	.....	10	.....	.....
London	71	71	71	71	65	71	54	71	33	12	10	5	6
L'Orignal	48	48	48	48	30	48	48	48	48	5	5	1	.....
Manilla	46	46	46	46	37	46	46	4	46	.....	2	1	.....
Markham	61	61	61	61	60	61	61	61	24	1	5	.....	.....
Metcalfe	19	19	19	19	19	19	17	6	17	.....	2	.....	.....
Milton	35	35	35	35	35	33	25	33	8	8	.....	2	.....
Morrisburgh	63	63	63	63	26	63	59	14	.....	.....	.....	4	.....
Mount Pleasant.....	50	50	50	27	50	47	39	47	2	1	7	.....	.....
Napanee	163	163	150	163	.....	141	141	141	104	10	11	10	2
Newburgh	139	139	139	139	60	125	100	125	9	7	18	7	1
Newcastle	62	62	62	62	62	62	50	12	12	.....	6	7	3
Newmarket	60	60	60	60	29	50	50	50	50	2	.....	2	.....
Niagara	31	31	31	9	31	28	24	28	28	6	7	6	.....
Norwood	76	76	76	76	8	76	62	7	15	.....	8	6	1
Oakville	54	54	54	54	54	34	33	34	34	1	1	1	.....

* No report—figures from last year.

Grammar Schools.

INSTRUCTION AND MISCELLANEOUS INFORMATION.

				IN GREEK.								IN FRENCH.					
Reading Ovid.	Reading Cicero.	Reading Horace.	In Verse Composition.	Total in Greek.	In Harkness.	In Greek Grammar.	In Written Exercises.	Reading Lucian.	Reading the Anabasis.	Reading the Iliad.	Reading the Odyssey.	Total in French.	In French Grammar.	In Written Exercises and Composition.	In French Dictation and Conversation.	Reading Voltaire's Chas. XII.	Reading Comelle's Horace.
.....	2	.....	.....	3	3	3	3	.....	2	.....	.....	26	26	26	26	11	7
.....	4	6	.....	8	3	8	4	3	5	3	.....	40	40	40	.....	6	5
.....	1	.....	.....	1	1	1	1	1	.....	.....	.....	13	13	13	.....	6	.....
.....	.....	4	.....	3	3	3	2	.....	.....	.....	.....	26	26	26	.....	1	.....
.....	1	.....	.....	3	2	.....	.....	1	.....	1	.....	9	.....	9	.....	2	.....
.....	6	.....	.....	12	5	7	1	4	5	.....	.....	48	27	27	27	27	.....
.....	.....	.....	.....	1	1	1	1	1	1	.....	.....	7	7	7	.....	1	.....
2	5	4	2	12	7	5	3	5	3	5	1	28	7	7	28	10	12
.....	1	4	.....	6	5	6	5	.....	1	2	.....	17	17	7	.....	8	.....
.....	.....	.....	.....	3	2	3	.....	.....	.....	.....	.....	12	5	5	.....	4	.....
6	6	6	.....	3	3	3	.....	3	3	.....	.....	80	80	70	.....	10	.....
.....	.....	2	.....	3	2	3	2	3	.....	3	.....	42	42	42	.....	35	7
.....	.....	3	.....	3	3	3	2	.....	2	.....	.....	14	14	14	.....	3	.....
3	3	3	.....	3	2	3	2	1	.....	.....	.....	10	10	4	.....	4	3
2	10	2	2	6	6	6	6	2	6	6	2	68	68	68	68	12	3
.....	2	3	.....	6	4	4	2	2	2	.....	.....	25	25	.....	.....	11	5
.....	5	.....	.....	59	21	22	21	1	16	.....	1	25	25	23	5	.....	2
.....	.....	1	.....	3	3	.....	3	.....	.....	.....	.....	12	12	2	2	4	2
.....	1	1	.....	5	5	5	.....	.....	.....	.....	.....	17	17	4	4	4	.....
.....	2	2	.....	10	8	2	2	1	2	1	.....	9	9	9	.....	.....	.....
1	15	15	11	10	8	2	2	1	2	1	.....	16	16	16	.....	5	.....
.....	.....	1	.....	18	7	.....	6	6	6	2	2	42	42	42	12	12	12
.....	3	2	.....	5	1	4	3	.....	.....	4	.....	18	18	18	10	5	.....
.....	.....	.....	.....	.....	.....	1	4	3	.....	.....	.....	18	10	8	.....	6	3
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	8	6	2	2	2
.....	1	.....	.....	5	3	5	.....	1	1	.....	.....	22	22	22	.....	12	2
8	10	8	2	12	12	3	9	7	9	7	2	30	30	30	8	26	6
6	6	6	170	59	21	59	6	6	6	6	6	122	122	6	55	41	6
.....	.....	.....	.....	1	1	.....	.....	.....	.....	.....	.....	43	43	43	.....	7	3
.....	.....	4	.....	3	3	3	.....	3	3	.....	.....	31	31	20	.....	1	1
.....	9	3	.....	8	2	8	.....	6	2	.....	.....	3	3	.....	.....	3	.....
3	29	20	.....	21	21	16	21	16	8	16	4	36	36	36	16	16	10
36	22	14	.....	16	.....	16	.....	11	6	6	4	99	99	99	80	25	25
.....	.....	2	.....	3	3	.....	.....	.....	.....	.....	.....	27	.....	15	.....	2	.....
.....	.....	.....	.....	3	3	3	3	.....	.....	.....	.....	12	9	12	.....	3	.....
.....	9	.....	.....	3	2	3	2	1	1	.....	.....	9	9	9	.....	2	.....
.....	7	7	29	35	21	35	35	.....	22	7	.....	35	38	30	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	50	41	41	15	15	9
3	6	1	3	15	8	15	8	7	7	3	.....	51	20	40	.....	11	.....
.....	.....	.....	.....	5	5	5	.....	.....	.....	.....	.....	17	17	17	3	3	.....
.....	1	.....	.....	5	3	2	3	1	.....	1	.....	13	13	4	.....	.....	.....
.....	1	.....	.....	2	2	1	2	1	.....	.....	.....	7	6	6	.....	1	.....
.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	22	3	22	.....	2	.....
.....	.....	.....	.....	5	4	5	.....	.....	1	.....	.....	4	8	.....	.....	.....	.....
.....	.....	.....	.....	1	1	.....	.....	.....	.....	.....	.....	8	8	.....	.....	.....	.....
.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	14	14	14	4	1	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13	8	5	13	5	.....
10	7	3	.....	8	8	8	8	4	5	.....	.....	54	54	54	.....	7	.....
.....	.....	2	.....	3	3	.....	3	.....	.....	.....	.....	15	15	15	10	4	1
.....	2	2	.....	3	3	1	3	1	.....	.....	.....	10	10	10	10	10	5
.....	4	4	4	5	5	5	5	.....	5	.....	.....	24	24	24	15	9	3
.....	.....	.....	.....	3	2	2	2	.....	1	1	.....	7	7	7	2	7	.....
.....	.....	.....	.....	10	9	10	10	.....	.....	.....	.....	15	15	15	10	2	2
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	19	19	19	19	8	.....

Schools.—Continued.

INSTRUCTION, AND MISCELLANEOUS INFORMATION.

				IN GREEK.								IN FRENCH.					
Reading Ovid.	Reading Cicero.	Reading Horace.	In Verse Composition.	Total in Greek.	In Harkness.	In Greek Grammar.	In Written Exercises.	Reading Lucian.	Reading the Anabasis.	Reading the Iliad.	Reading the Odyssey.	Total in French.	In French Grammar.	In Written Exercises and Composition.	In French Dictation and Conversation.	Reading Voltaire's Chas. XII.	Reading Corneille's Horace.
4	4	3	3	2	2	1						20	20				
2	2	3		14	14	8	4	4	4	2		37	37	15		13	2
	1			3	3	3		3	3	1		14	12	12		2	1
4				1	1	1	1	1	1	1		10	6	4	4	7	7
	3	14		36	36	36	6	1	1	1		56	56			19	
10	2			3	3	3	3	2	11	5	2	52	52	52	52	16	
	1			3	3	3	1	3	1			34	34	34		5	2
2	3	2		5	5	5	5	3		1		26	26	26			
		1		4	4	4	4		1			23	23	23		5	
	1	5		21	18	21	12	1	10	4		14	14	14		5	
5	6	8	2	34	9	4		8	4	6	3	71	71	71		29	7
1	1		2	4	2	4	1	1	1	2	1	43	41	2		10	3
2	2	2		4		4		2	4	2		6	6			2	2
	5	3		9	5	9	5	5	1	1	1	55	55	53	11	9	2
				3	3							18	18				
	1			2	1	1	1	1	1	1		8	8	8	3	3	
				1	1							63	63	51		3	
				4	4							27	27	27		7	
	18	3	3	8	7	8	8	7	3	1		16	16	3			
				2	2	2						32	32	32		15	
				1	1	1			1	1		11	11	11		2	
7	8	1		9	5	9	9		6	2	2	17	8		3	6	3
	3	3	1	3	2	3	2	2	1	1		43	43	43	13	13	10
				3	3	1	1		2			23	23	23	23	7	
				11	10	10			1	1		19	19	19			
	1			4	3	1			1			29	29	29			
	4	3		3		3		3		2		34	3	3	34		
	8	5		5	3	5	5	5	5			9	9	9		2	
	6	6	6	14	8	14	14	6	6	4		24	24	24		2	
	6			6	2	4	6		4	4		32	32	32	10	10	10
				3	2	3	2					32	32	7		2	5
	14	14	2	27	20	27	27	10	3	3	2	15	15			4	
				2	2							65	65	65	45	10	1
	1			7	5	7	7	1	2			15	15	15			
				13	13	13	13		7			20	6	2	7	6	1
				2	2	2	2					27	27	27	27	15	14
	1	1		3	3	3	3					15	15	15		2	
				3		3	3					10	8	2		4	
	5			3		3			1	1		13	13	11	1	4	
3	14	3	3	13	9	13	9	3	4	5	3	22	22			7	6
8	12	8	5	25	13	12	12	7	12	5		10	10	10		2	
				7	7	7			7			170	170	170	120	32	12
												25	7	25	7		
		2															
129	310	243	260	769	468	579	413	174	248	153	45	2850	2586	2098	786	693	199
95	257	206	129	858	498	553	412	208	253	152	63	2416	2125	1908	506	546	241
34	53	37	131			26	1			1		434	461	190	280	147	
				89	30			34	5		18						42

TABLE H.—The Grammar

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

GRAMMAR SCHOOLS.	IN MATHEMATICS.							IN GEOGRAPHY AND HISTORY.				IN			
	Total in Arithmetic.	Total in Algebra.	Total in Euclid.	In the higher rules of Arithmetic.	In the higher rules of Algebra.	In Euclid, books III-IV.	In Trigonometry or Logarithms.	In Mensuration and Surveying.	In Ancient Geography.	In Modern Geography.	Total in History.	In Ancient History.	In Physical Science.	In Christian Morals.	In Civil Government.
Arnprior	36	8	10	34	6	3	.....	.....	6	28	34	6	10	.....	.....
Barrie.....	67	35	23	24	17	12	4	.....	5	67	67	6	.....	.....	.....
Beamsville	28	12	6	28	8	1	.....	.....	1	27	28	9	.....	.....	.....
Belleville	118	52	20	98	36	11	17	12	20	118	118	41	118	118	.....
Berlin.....	52	15	14	48	11	1	7	.....	.....	52	6	.....	.....	.....	.....
Bowmanville	110	80	27	110	60	7	6	.....	47	110	110	40	25	.....	.....
Bradford	43	37	20	43	15	6	.....	5	8	43	42	1	7	.....	.....
Brampton	94	72	35	79	38	7	12	.....	20	94	94	14	40	.....	.....
Brantford	58	19	8	40	12	7	.....	.....	20	58	58	12	6	.....	.....
Brighton	75	15	7	40	6	6	.....	11	3	75	18	.....	.....	.....	.....
Brockville.....	88	78	24	88	49	13	40	49	49	88	88	49	49	.....	.....
Caledonia	57	31	27	57	21	5	1	3	6	57	57	6	17	.....	.....
Carleton Place.....	53	7	11	48	7	6	.....	22	.....	53	52	.....	.....	.....	.....
Cayuga	50	19	28	50	11	3	.....	.....	.....	50	50	3	.....	.....	.....
Chatham	97	72	42	97	52	15	7	30	96	96	96	96	34	.....	.....
Clinton	52	13	18	52	7	7	18	8	.....	42	52	10	.....	.....	.....
Cobourg	90	59	43	50	43	21	.....	.....	26	58	58	20	.....	.....	.....
Colborne	90	30	20	90	10	10	.....	.....	.....	90	60	4	6	.....	.....
Collingwood	28	7	7	.....	3	3	.....	.....	.....	28	28	.....	.....	28	.....
Cornwall	33	15	11	9	2	3	.....	.....	8	23	32	.....	.....	.....	.....
Drummondville	64	39	30	64	30	15	38	.....	6	64	64	14	64	64	.....
Dundas	128	128	92	128	128	16	6	12	22	128	128	22	10	128	.....
Dunnville	70	10	14	70	6	8	.....	1	10	70	17	.....	.....	.....	.....
Elora	32	14	13	31	4	4	.....	5	5	27	32	4	32	.....	.....
Farmersville.....	70	24	20	70	18	8	.....	2	.....	50	24	.....	8	.....	.....
Fergus	39	15	11	37	9	11	2	10	.....	38	10	2	.....	.....	.....
Fonthill	89	41	32	79	31	10	3	7	14	43	50	17	7	89	.....
Galt	170	113	91	113	62	31	18	18	18	170	113	18	63	.....	.....
Gananoque	59	26	9	38	11	3	.....	.....	.....	59	59	.....	.....	.....	.....
Goderich	77	13	29	69	13	11	.....	25	.....	77	64	3	77	.....	.....
Grimsby	47	28	23	47	12	11	4	.....	6	46	47	8	10	.....	.....
Guelph	88	85	85	82	38	17	10	10	20	88	88	20	53	88	.....
Hamilton	209	63	34	159	63	34	39	.....	53	209	127	59	33	.....	.....
Ingersoll	67	24	31	67	24	4	.....	6	.....	35	67	34	.....	.....	.....
Iroquois	95	32	12	64	7	6	54	5	6	87	25	.....	8	.....	.....
Kemptville	49	26	12	35	16	7	1	2	9	45	48	1	48	.....	.....
Kincardine	71	21	18	65	9	11	.....	.....	.....	71	50	.....	15	.....	.....
Kingston	117	67	58	97	57	43	43	67	51	117	100	29	48	117	.....
Lindsay	56	25	12	56	5	.....	.....	35	56	56	56	.....	56	.....	.....
London	71	65	15	65	47	9	27	58	24	71	71	24	65	71	.....
L'Orignal.....	48	10	9	32	5	1	16	.....	5	48	48	30	5	.....	.....
Manilla	46	21	21	38	11	10	.....	20	20	46	20	5	11	.....	.....
Markham	61	14	12	59	10	3	.....	7	.....	61	60	6	7	.....	.....
Metcalfe	19	19	12	19	19	.....	.....	.....	.....	19	19	3	.....	.....	.....
Milton	35	10	11	28	10	2	.....	.....	8	35	28	28	.....	.....	.....
Morrisburgh	62	27	12	63	21	5	.....	2	.....	62	49	.....	.....	.....	.....
Mount Pleasant.....	50	27	11	50	26	9	5	5	4	50	50	3	27	.....	.....
Napanee	163	45	18	163	30	14	30	6	.....	163	61	21	.....	.....	.....
Newburgh	139	55	20	46	44	7	16	9	7	139	60	17	35	.....	.....
Newcastle	62	15	12	62	9	6	.....	.....	20	62	62	15	18	62	.....
Newmarket	59	29	14	58	29	2	2	.....	45	60	48	11	36	60	.....
Niagara	31	14	14	14	5	4	4	4	28	31	31	31	28	.....	.....
Norwood	76	17	8	40	12	2	.....	.....	7	76	27	8	17	.....	.....

Schools.—Continued.

INSTRUCTION, AND MISCELLANEOUS INFORMATION.

OTHER SUBJECTS.										Number of Maps in School.	Number of Globes in School.	Number of Pupils who were Matriculated at any University, 1870.	Number of Masters engaged.	Head Masters and their Colleges.
In Writing.	In Book-keeping and Commercial Transactions.	In Drawing.	In Vocal Music.	In Gymnastics.	In Military Drill.	Schools in which there are daily prayers.	Schools in which the Bible is read.	Schools under United Boards.						
34	6					1		1	15		2	1	Henry Lloyd Stack, M.A., <i>Lennoxville.</i>	
59		13				1			11	2		1	H. B. Spotton, M.A., <i>Toronto.</i>	
27	6					1	1	1	9			1	George A. Chase, B.A., <i>Toronto.</i>	
118						1	1		8	1		2	Alexander Burdon.	
13	16					1			15	1		1	J. H. Thom, M.A., <i>Toronto.</i>	
110	40	12				1	1		50	3	1	3	Thomas A. Macintyre, M.A.	
43	2					1	1		9	2	2	1	Robert Dobson. <i>Certificate.</i>	
65	16		18			1		1	18	2		2	George Hunter Robinson, B.A.	
58	12					1	1		20			2	David Ormiston, B.A., <i>Toronto.</i>	
75	14					1	1		7	3	1	1	A. McClatchie, B.A., <i>Victoria.</i>	
88	1					1		1	83	1		3	L. Hamilton Evans, B.A., <i>Trinity.</i>	
57	22					1	1	1	20	2		2	W. H. Rennelson, M.A., <i>Toronto.</i>	
53	10					1	1	1	6		2	1	Irvin Stuart, B.A., <i>Queen's.</i>	
	6					1			15		1	1	Richard Harcourt, B.A., <i>Toronto.</i>	
96	41	96				1	1		34	2	1	2	S. Arthur Marling, M.A., <i>Toronto.</i>	
52	8					1			12	2	1	1	James Turnbull, B.A., <i>Toronto.</i>	
35	21					1	1		16			4	Rev. James Roy, B.A., <i>Victoria.</i>	
50						1		1	15	2	1	2	Alexander Murray, M.A., <i>Aberdeen.</i>	
28	4					1	1		9	2		2	Rev. G. Gemmett, M.A.	
32						1			20	1		1		
	52					1	1		24	1	3	1	Rev. J. J. Cameron, M.A., <i>Queen's.</i>	
128	4	86				1		1	14	2	3	2	J. Howard Hunter, M.A., <i>Toronto.</i>	
70		70				1			10			1	C. W. Colter, A.B., <i>New Brunswick.</i>	
32						1	1		23	3	1	1	Rev. John G. Macgregor.	
60	8	20				1	1	1	6	1		1	Moses McPherson, B.A., <i>Victoria.</i>	
30	13					1						1	James E. Burgess, M.A., <i>Queen's.</i>	
80	17		89			1	1		25	2	2	1	Henry De La Matter.	
159	31	21		170	170	1			25		3	10	William Tassie, M.A., <i>Toronto.</i>	
59	19					1		1				1	H. H. Ross, B.A., <i>Toronto.</i>	
77	12					1			12	2		2	James Preston, B.A., <i>Toronto.</i>	
46	8					1	1		14	2		1	Daniel Campbell, <i>Certificate.</i>	
88	35	31				1	1	1	20		4	2	J. Murison Dunn, B.A., <i>Toronto.</i>	
209	41	78				1		1	24	2	2	5	J. M. Buchan, M.A., <i>Toronto.</i>	
67	12					1	1		14	2		1	E. Stone Wiggins, B.A. <i>Albert.</i>	
100						1	1		15	2		2	William A. Whitney, M.A., <i>Victoria.</i>	
26	16	5							22	2		1	John Wilson Jolly, <i>Certificate.</i>	
71	13					1	1		25	1		1	Benjamin J. M. Freer, <i>Certificate.</i>	
117	47	7		57	57	1	1		44	2	8	4	Samuel Woods, M.A., <i>Toronto.</i>	
56	15					1	1	1	12	1	1	1	H. Reazin, <i>Certificate.</i>	
71	47	71		71	53	1	1	1	30	4		2	Rev. Benjamin Bayly, B.A., <i>Dublin.</i>	
48	5					1		1	20	2	1	1	F. F. Macnab, B.A., <i>Queen's.</i>	
29	10							1	3	1		2	W. Mortimer Nichols, B.A., <i>Trinity.</i>	
61	20	31				1	1		7	3		2	James H. Hughes, M.A., <i>Toronto.</i>	
19	4					1		1	10	2		1	Thomas Motherwell, B.A., <i>Lennoxville.</i>	
35	10					1	1		24			1	Rev. Nelson Burns, B.A., <i>Toronto.</i>	
63	19							1	5			1	P. C. McGregor, B.A., <i>Queen's.</i>	
50	12					1	1	1	14	1		1	William Wilkinson, B.A., <i>Victoria.</i>	
163	25	22		39		1	1	1	18			2	Rev. D. F. Bogert, B.A., <i>Trinity.</i>	
35	50					1	1	1	12	1	2	2	John Campbell, M.A., <i>Victoria.</i>	
62		8				1	1	1	6	1		1	W. W. Tamblin, M.A., <i>Toronto.</i>	
40	15					1	1		38	2		3	William Walker Anderson, <i>Certificate.</i>	
16	24					1			10	1		1	Charles Canidige, <i>Certificate.</i>	
56	10					1			12	1		1	John Moore, B.A., <i>Victoria.</i>	

Schools.—Continued.

INSTRUCTION, AND MISCELLANEOUS INFORMATION.

OTHER SUBJECTS.												Head Masters and their Colleges.			
In Writing.	In Book-keeping and Commercial Transactions.	In Drawing.	In Vocal Music.	In Gymnastics.	In Military Drill.	Schools in which there are daily prayers.	Schools in which the Bible is read.	Schools under United Boards.	Number of Maps in School.	Number of Globes in School.	Number of Pupils who were Matriculated at any University, 1870.	Number of Masters engaged.			
54	15	26				1	1	1	12	1	2	1	Rev. William Lumsden, M.A., <i>Victoria</i> .		
57	6					1	1	1	2	1		1	Alexander Sim, A.M., <i>Aberdeen</i> .		
81	13						1	1	23	2		2	John Shaw, <i>Certificate</i> .		
45	13							1	20	1	1	1	C. A. G. Bunt, M.A., <i>Victoria</i> .		
27	6							1	12	2	1	1	James Lumsden, M.A., <i>Aberdeen</i> .		
111	8					1	1	1	64	4		2	John Seath, B.A., <i>Queen's, Ireland</i> .		
106						1	1		27	2	3	5	J. Thorburn, M.A.		
64	35					1	1	1	35			2	Hugh J. Strang, B.A., <i>Toronto</i> .		
24						1	1	1	12	1	1	1	Abraham Devitt, M.A., <i>Victoria</i> .		
57	15					1	1	1	14			1	J. W. Acres, B.A., <i>Trinity</i> .		
29	8					1	1	1	2	2		1	James Smith, A.M., <i>Aberdeen</i> .		
98	13					1	1	1	24	1	3	2	Alfred Baker, B.A., <i>Toronto</i> .		
198	66	71				1	1	1	26	1	2	3	James Byron Dixon, M.A., <i>Wesleyan</i> .		
85	30	40	80			1	1		12	2		2	Edward T. Crowle, M.A., <i>Giessen</i> .		
43						1	1	1	12	2		1	W. G. Crawford.		
92	24	15				1	1	1	22	2	1	2	Adam Purslow, <i>Certificate</i> .		
58	8					1	1	1	12	1		1	J. R. Youmans, M.A., <i>Victoria</i> .		
35	5					1	1	1	12	2		1	Henry Barry Houghton, B.A., <i>Dublin</i> .		
78	15					1	1	1	20	1		1	Rev. George Blair, M.A., <i>Glasgow</i> .		
53	11	50						1	11			1	James William Connor, B.A., <i>Toronto</i> .		
40			40			1	1	1	5			1	James Christie, A.M., <i>Aberdeen</i> .		
46	18					1	1	1	12	1	2	1	Alfred M. Lafferty, M.A., <i>Toronto</i> .		
29	9	3				1	1	1	10			1	Francis L. Checkley, B.A., <i>Trinity</i> .		
63	22	22				1	1	1	20		1	1	William R. Nason, B.A., <i>Toronto</i> .		
74	25		80			1	1	1	26	3	1	3	James J. Wadsworth, M.A., <i>Toronto</i> .		
58	4	12				1	1	1	12	1	1	1	W. Taylor Briggs, B.A., <i>Trinity</i> .		
46	8								10	2		1	William Cruickshank.		
48	6					1	1	1	10				C. F. Wiggins, B.A., <i>King's, Nova Scotia</i> .		
59						1	1	1	19	1		2	C. J. Macgregor, M.A., <i>Toronto</i> .		
78						1	1	1	24	2		1	Richard W. Young, <i>Certificate</i> .		
51	15					1	1	1	12	2		1	John A. Bell, M. A., <i>Albert</i> .		
89	25					1	1		12	1		4	John King, A.M., <i>Dublin</i> .		
80	20					1	1	1	24	1	3	2	William Tytler, B.A., <i>Toronto</i> .		
68	60			68	30	1	1	1	30	4		2	John Somerville, M.A., <i>Toronto</i> .		
88	22		30			1	1	1	11			3	James Henry Ball, M.A., <i>Trinity</i> .		
140	40	17				1	1		6		1	5	Rev. Arthur Wickson, M. A., <i>Toronto</i> .		
48						1	1	1	8			1	William Bond, B.A., <i>Trinity</i> .		
89	20		12			1	1	1	20	1		1	John Thomson, A.B., <i>Queen's</i> .		
62	20		20			1	1		5	1		1	Andrew Agnew, B.A., <i>Queen's</i> .		
45	20					1	1	1	25	3		1	E. M. Bigg, M.A., <i>Toronto</i> .		
60	20				15	1	1	1	21	2		1	William Sinclair, B.A., <i>Toronto</i> .		
6	20	13	54			1	1	1	14			1	John Nicholson Muir, B.A., <i>McGill</i> .		
						1	1	1	5			1	William Oliver, B.A., <i>Toronto</i> .		
60	34	1	7			1	1		9	2		2	James Hodgson, <i>Certificate</i> .		
100	43	37		50	50	1	1	1	20		12	3	Thomas Kirkland, B.A., <i>Toronto</i> .		
50	20		60			1	1	1	13		4	1	Alexander Jamieson, B.A., <i>Queen's</i> .		
72	7					1	1	1	12	2		1	James Johnston, B.A., <i>Toronto</i> .		
36	44	34		16	15	1	1		13	1		2	George Strauchon.		
6399	1636	912	490	431	434	88	60	62	1712	128	81	172			
5669	1539	885	623	616	838	88	57	65	1600	133	87	165			
730	97	27					3		112			7			
			133	185	404			3		5	6				

TABLE I.—Certain Results of Meteorological Observations

	PEMBROKE.	CORNWALL.	BARRIE.	PETERBOROUGH.
BAROMETER.				
<i>Corrected to 32°, and approximately reduced to sea level.</i>	Inches.			
ANNUAL MEAN PRESSURE { at 7 A.M.	29·7304	29·8936	29·4748	29·8816
at 1 P.M.	29·7013	29·8669	29·3655	29·8581
at 9 P.M.	29·7074	29·8714	29·4816	29·8805
Mean	29·7130	29·8773	29·4416	29·8734
Highest pressure	30·887	30·597	30·354	30·522
Date of highest pressure	1 p.m. Jan. 14	1 p.m. Jan. 14.	7 a.m. Jan. 14.	7 a.m. Jan. 14.
Highest Monthly mean pressure	29·8809	30·0653	29·7077	30·0447
Month of highest mean pressure	March.	September.	March.	September.
Lowest monthly mean pressure	29·5934	29·7909	29·1467	29·7974
Month of lowest mean pressure	June.	February.	July.	December.
Lowest pressure	28·804	28·964	28·567	28·933
Date of lowest pressure	1 p.m. Jan. 3	7 a.m. Jan. 3.	1 p.m. June 30.	7 a.m. Jan. 3
Annual range	2·083	1·633	1·787	1·589
Greatest monthly range	2·083	1·633	1·294	1·589
Month of greatest range	January.	January.	January.	January.
Greatest daily range (24 hours)	1·318	·984	1·099	·843
Date of greatest range	January 14-15.	January 14-15.	January 14-15.	November 22-23.
TEMPERATURE.				
	°	°	°	°
ANNUAL MEANS { at 7 A.M.	37·60	41·99	43·96	40·89
at 1 P.M.	48·15	50·99	52·75	52·31
at 9 P.M.	41·62	43·83	42·90	42·56
Mean	42·46	45·60	46·53	45·25
Mean maximum	53·55	56·25	58·51	56·43
Mean minimum	31·89	34·13	33·87	27·48
Mean range	21·66	22·12	24·64	28·94
Greatest daily range	53·3	.....	47·6	52·4
Day of greatest range	May 29.	.....	October 24.	January 10.
Least daily range	4·0	.....	5·2	10·2
Day of least range	February 9.	.....	December 31.	March 30.
Highest temperature	98·5	97·0	95·6	95·0
Day of highest temperature	June 24.	July 25.	June 27.	June 27.
Lowest temperature	-33·0	-18·7	-15·9	-24·5
Day of lowest temperature	December 14.	February 4.	December 29.	December 30.
Warmest month	June.	July.	June.	June.
Mean temperature of warmest month	70·46	73·76	70·84	71·94
Coldest month	February.	February.	February.	February.
Mean temperature of coldest month	10·35	15·06	17·69	17·30
Warmest day	June 24.	June 28.	June 27.	June 27.
Mean temperature of warmest day	82·83	82·03	85·0	84·03
Coldest day	January 14.	January 14.	January 14.	December 29.
Mean temperature of coldest day	-17·67	-10·86	-0·73	-7·2
TENSION OF VAPOR.				
ANNUAL MEANS { at 7 A.M.	·249	·310	·290	·264
at 1 P.M.	·271	·380	·325	·281
at 9 P.M.	·258	·317	·283	·266
Mean	·259	·336	·299	·270
Highest monthly mean tension	·507	·685	·537	·527
Month of highest mean tension	June.	July.	June.	July.
Lowest monthly mean tension	·070	·106	·094	·083
Month of lowest mean tension	February.	January.	February.	February.
HUMIDITY.				
ANNUAL MEANS { at 7 A.M.	86	89	81	80
at 1 P.M.	67	84	69	61
at 9 P.M.	79	89	85	79
Mean	77	87	78	74
Highest monthly mean humidity	90	91	89	82
Month of highest mean humidity	Jan. and Feb.	October.	February.	December.

at Ten Grammar School Stations, for the year 1870.

BELLEVILLE.	GODERICH.	STRATFORD.	HAMILTON.	SIMCOE.	WINDSOR.
29-9579 29-9356 29-9425 29-9453 30-610 7 a.m. Jan. 14 30-102 September. 29-8829 July. 29-184 7 a.m. Jan. 3 1-426 1-426 January. -891 January 14-15.	29-9242 29-9172 29-9190 29-9201 30-469 7 a.m. March 24. 30-0741 September. 29-8453 February. 28-755 9 p.m. Jan. 2, (Sunday). 1-714 1-660 January. -989 January 17-18.	29-8834 29-8689 29-8800 29-8774 30-388 7 a.m. March 24. 30-0479 September. 29-7706 February. 28-659 9 p.m. Jan. 2, (Sunday). 1-729 1-691 January. 1-019 January 1-2.	29-9314 29-9108 29-9257 29-9226 30-502 7 a.m. Jan. 14. 30-0825 September. 29-8633 February. 29-194 7 a.m. Jan. 3. 1-308 1-308 January. -898 January 17-18.	29-687 29-659 29-665 29-6706 30-255 7 a.m. Jan. 19. 29-8080 September. 29-5532 December. 28-601 6 p.m. Jan. 2, (Sunday). 1-654 1-654 January. -860 January 2-3.	29-9812 29-9576 29-9618 29-9669 30-538 7 a.m. March 24. 30-0859 September. 29-9057 February. 29-164 9 p.m. March 12. 1-374 1-374 March. -911 January 17-18.
42-13 51-23 45-05 46-14 55-09 36-25 18-84 43-7 January 10. 5-4 January 1. 94-4 June 25. -17-5 January 14. June. 71-46 February. 18-57 June 25. 79-86 January 14. -8-43	44-35 49-68 45-54 46-52 53-90 38-0 15-90 35-0 April 26. 4-3 January 3. 90-2 June 24. -3-4 January 14. July. 68-07 February. 21-75 July 23. 79-03 December 28. 10-17	41-27 49-81 43-77 44-95 52-85 36-15 16-70 39-5 March 19. 3-0 January 7. 88-7 June 27. 8-6 December 29. June. 67-60 February. 19-79 June 25. 79-00 February 21. 0-90	44-39 54-27 45-53 48-06 59-19 37-94 24-72 49-10 May 3. 5-30 May 6. 101-8 June 25. -9-9 December 29. July. 72-10 February. 23-14 June 27. 87-0 December 29. 3-0	44-63 54-22 46-32 48-39 56-95 37-94 19-01 37-3 April 27. 3-6 December 31. 95-0 June 26. -5-0 December 29. July. 70-26 February. 23-79 June 27. 80-49 February 21. 3-07	45-89 55-30 46-89 49-36 58-08 39-37 18-71 38-6 January. 3-2 December 16. 96-2 June 25. -7-0 February 21. July. 72-72 February. 24-84 June 25. 84-23 February 21. 1-57
283 323 315 307 582 July. -098 February.	302 329 308 313 588 July. -102 February.	281 319 294 298 570 July. -099 February.	297 333 307 312 590 July. -108 February.	302 351 320 324 605 July. -120 February.	316 339 320 325 614 July. -134 February.
83 73 84 80 90 March.	84 76 84 81 84 September.	87 73 84 81 88 January.	82 67 82 77 81 Feb., Oct., Dec.	85 76 85 82 92 January.	86 69 85 80 96 Feb. and March.

TABLE I.—

	PEMBROKE.	CORNWALL.	BARRIE.	PETERBOROUGH.	
Lowest monthly mean humidity	65	84	68	61	
Month of lowest mean humidity	May.	July.	May.	May.	
AMOUNT OF CLOUDINESS.					
ANNUAL MEANS. {	at 7 A.M.	6.6	5.30	6.32	5.96
	at 1 P.M.	6.6	5.94	6.42	6.515
	at 9 P.M.	5.3	4.75	5.00	5.04
	Mean	6.2	5.33	5.91	5.84
Highest monthly mean cloudiness	8.1	7.7	7.9	7.53	
Month of highest mean cloudiness	December.	December.	January.	January.	
Lowest monthly mean cloudiness	4.3	3.4	3.7	4.179	
Month of lowest mean cloudiness	August.	September.	June.	September.	
RAIN AND SNOW.					
Number of rainy days	93.	57	103.	86	
Duration in hours and minutes	436.9			664.19	
Depth in inches	18.4598		22.5008	23.938	
Number of snowy days	69.	48	72.	53.	
Duration in hours and minutes	487.25			500.48	
Depth in inches	94.75		148.375	112.9	
Total depth of rain and melted snow..	27.9348		37.3383	35.228	
Month of greatest precipitation	October.		March.	March.	
Depth.	6.2091		5.4710	5.001	
Month of least precipitation	May.		May.	May.	
Depth. ....	.9704		.7864	.902

VELOCITY OF WIND.—In the absence of proper anemometers, velocity is merely estimated from 1 to 10,

Continued.

BELLEVILLE.	GODERICH.	STRATFORD.	HAMILTON.	SIMCOE.	WINDSOR.
66 May.	75 April.	69 April.	72 May.	73 May.	61 September.
5.07	6.93	6.2	5.51	4.9	6.2
4.97	6.85	6.5	6.65	4.6	6.8
4.82	5.95	5.5	4.57	5.0	5.7
4.941	6.575	6.1	5.57	4.8	6.2
7.44	9.20	8.8	7.77	6.2	8.3
January. 3.27	December. 4.40	December. 3.4	December. 3.33	March, Dec. 2.7	January. 4.0
July.	August.	August.	August.	August.	August.
97.	120.	102	107	83	101
354.00	576.7	550.05	404.05	.....	342.
27.891	34.3198	34.1598	36.5095	36.4909	24.3968
44.	79	166	48	32	49
234.00	486.0	506.30	303.40	.....	224.
145.7	124.6	142.6	121.136	83.	85.15
42.461	46.7798	48.4198	48.6231	44.7909	32.9118
January. 6.314	July. 7.6146	July. 8.2938	January. 11.2940	January. 8.7028	January. 5.3191
May. 1.039	April. 1.1076	April. 1.3750	November. 1.4746	November. 1.2741	May. .8964

as reported in *Journal of Education*.

TABLE K.—THE NORMAL SCHOOL FOR ONTARIO, 1870.

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, CERTIFICATES, &c.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	APPLICANTS FOR ADMIS- SION.			REJECTED.			ADMITTED.			WHO HAD BEEN TEACHERS BEFORE.		
	Total	Male.	Female.	Total	Male.	Female.	Total	Male.	Female.	Total	Male.	Female.
From the 1st to the 42nd Session, inclusive ¹	6388	3324	3064	651	332	319	5737	2992	2745	2847	2001	846
Forty-third Session, 1870	170	68	102	11	3	8	159	65	94	73	44	29
Forty-fourth Session, 1870.....	178	74	104	5	2	3	173	72	101	72	43	29
Grand Total	6736	3466	3270	667	337	330	6069	3129	2940	2992	2088	904

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, CERTIFICATES, &c.—Continued.

THE SESSION OF THE NORMAL SCHOOL FOR ONTARIO.	WHO ATTENDED FORMERLY.			WHO LEFT.						WHO RECEIVED PROVIN- CIAL CERTIFICATES.		
	Total	Male.	Female.	REGULARLY.			IRREGULARLY.			Total.	Male.	Female.
				Total	Male.	Female.	Total	Male.	Female.			
From the 1st to the 42nd Session, inclusive	1966	821	1145	1101	658	443	307	225	82	*2936	1461	1475
Forty-third Session, 1870	38	9	29	34	18	16	9	8	1	104	38	66
Forty-fourth Session, 1870.....	79	25	54	42	24	18	.....	.....	.....	111	42	69
Grand Total	2083	855	1228	1177	700	477	316	233	83	3151	1541	1610

* Of this number 49 were admitted by fees, 420 received "Certificates of Standing in Class" from the Masters, before Provincial Certificates were issued, and 2,194 received weekly aid, amounting to \$44,389.50. But of the whole number of admissions, a very large proportion have attended two or three Sessions—some even four and five—so as greatly to reduce the aggregate of individual attendance. And the same is true of the Provincial Certificates, of which a considerable number have lapsed by death, and become otherwise unavailable by removals, and a still larger number have been superseded by subsequent certificates.

TABLE M.—STATEMENT No. 1.—The Free Public Libraries of Ontario.

THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT DURING THE YEAR 1870.					
COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.		MONEYS.			Total number of Volumes supplied in 1870.
		Amount of Local Ap- propriation for 1870.	Amount of Legislative Apportion- ment for 1870.	Value of Books sent in 1870.	
<i>Grenville :</i>		\$ cts.	\$ cts.	\$ cts.	
	Wolford, No. 15.....	6 00	6 00	12 00	31
<i>Leeds :</i>					
	Leeds and Lansdowne Front, No. 11.....	42 00	42 00	84 00	114
<i>Lanark :</i>					
	Dalhousie and Lavant, No. 1, U. S. S.....	10 00	10 00	20 00	29
	Lavant, „ 2	8 00	8 00	16 00	26
<i>Renfrew :</i>					
	M'Nab, No. 2.....	18 00	18 00	36 00	67
<i>Frontenac :</i>					
	Loughborough, „ 6.....	50 00	50 00	100 00	126
<i>Addington :</i>					
	Ernestown, „ 2.....	17 50	17 50	35 00	90
<i>Prince Edward :</i>					
	Teachers' Reference Library. County Muni- cipal Council	20 00	20 00	40 00	53
	Ameliasburgh, No. 2.....	25 00	25 00	50 00	80
	Do „ 11.....	25 00	25 00	50 00	91
<i>Durham :</i>					
	Cartwright, „ 2.....	10 00	10 00	20 00	59
	Cavan, „ 13.....	25 00	25 00	50 00	67
	Clarke, „ 5.....	12 00	12 00	24 00	38
	Darlington, „ 9.....	37 75	37 75	75 50	98
	Do „ 10.....	10 00	10 00	20 00	36
<i>Peterborough :</i>					
	Dummer, „ 3.....	15 00	15 00	30 00	46
<i>Ontario :</i>					
	Pickering, „ 10.....	50 00	50 00	100 00	135
	Port Perry, Union School,	25 00	25 00	50 00	89
	Uxbridge, do	21 00	21 00	42 00	70
	Do No. 5	15 00	15 00	30 00	44
<i>York :</i>					
	Gwillimbury, North, No. 1.....	10 00	10 00	20 00	42
	Markham, No. 8.....	55 64½	55 64½	111 29	96
	York, „ 5.....	27 71½	27 71½	55 43	75
	Do „ 13.....	5 00	5 00	10 00	45
<i>Peel :</i>					
	Caledon, „ 11.....	20 00	20 00	40 00	36
	Chinguacousy, „ 22.....	8 78	8 78	17 56	23
<i>Simcoe :</i>					
	Adjala, „ 3.....	32 18	32 18	64 36	79
	Morrison, „ 1.....	5 00	5 00	10 00	28
	Mulmur and Nottawasaga, No. 11, U. S. S....	50 00	50 00	100 00	151
	Oro, No. 11.....	60 00	60 00	120 00	162
	Penetanguishene Reformatory Prison.....	50 00	50 00	100 00	232
	Tossoronto, No. 1.....	20 00	20 00	40 00	80
	Do „ 3.....	5 00	5 00	10 00	9
<i>Halton :</i>					
	Esquesing „ 5.....	6 75	6 75	13 50	14
	Do „ 12.....	55 00	55 00	110 00	116
<i>Wentworth :</i>					
	Barton, „ 7.....	5 00	5 00	10 00	15
	Beverley „ 7.....	20 00	20 00	40 00	107
<i>Norfolk :</i>					
	Middleton, „ 2	40 05	40 05	80 10	119
	Townsend, „ 23.....	20 00	20 00	40 00	77
<i>Waterloo :</i>					
	Waterloo, „ 7.....	16 00	16 00	32 00	89
<i>Wellington :</i>					
	Guelph, „ 4.....	15 00	15 00	30 00	39

TABLE M.—STATEMENT No. 1.—The Free Public Libraries of Ontario.—
Continued.

THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT
DURING THE YEAR 1870.

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.			MONEYS.			Total Number of Volumes supplied in 1870.
			Amount of Local Ap- propriation for 1870.	Amount of Legislative Apportion- ment for 1870.	Value of Books sent in 1870.	
<i>Grey :</i>			\$ cts.	\$ cts.	\$ cts.	
	Collingwood,	No. 8.....	10 00	10 00	20 00	37
	Do	„ 9.....	7 00	7 00	14 00	22
	Do	„ 13.....	10 00	10 00	20 00	37
	Egremont,	„ 9.....	10 00	10 00	20 00	31
	Melancthon,	„ 4.....	10 00	10 00	20 00	31
<i>Perth :</i>						
	Blanchard,	„ 4.....	25 00	25 00	50 00	84
	Logan and Grey,	„ 7, U. S. S.	10 00	10 00	20 00	36
<i>Huron :</i>						
	Colborne, Tp.,	M. C.	150 00	150 00	300 00	373
	M'Killop,	No. 2.....	10 00	10 00	20 00	20
	Stanley,	„ 8.....	19 00	19 00	38 00	42
<i>Bruce :</i>						
	Arran,	„ 4.....	27 00	27 00	54 00	103
	Huron,	„ 1.....	10 00	10 00	20 00	29
	Do	„ 9.....	5 00	5 00	10 00	21
<i>Middlesex :</i>						
	M'Gillivray,	„ 6.....	5 00	5 00	10 00	21
	Do	„ 15.....	10 00	10 00	20 00	32
<i>Elgin :</i>						
	Southwold,	„ 9.....	5 00	5 00	10 00	27
	Yarmouth and Dorchester S.,	Nos. 22 and 4, U. S. S.	25 00	25 00	50 00	72
<i>Lambton :</i>						
	Sarnia,	No. 5.....	49 80	49 80	99 60	110
<i>Essex :</i>						
	Gosfield and Mersea,	No. 6, U. S. S.	20 00	20 00	40 00	83
<i>Towns :</i>						
	Belleville,	B. S. T.	34 00	34 00	68 00	113
	Dundas,	U. S.	11 20	11 20	22 40	7
	Goderich,	B. S. T.	20 00	20 00	40 00	51
	Lindsay,	R. C. S. S.	100 00	100 00	200 00	202
	Perth,	B. S. T.	59 46½	59 46½	118 93	142
	Sarnia,	Jail	25 00	25 00	50 00	87
<i>Villages :</i>						
	Caledonia-Seneca,	U. S.	10 67	10 67	21 34	7
	Newcastle,	U. S.	20 35	20 35	40 70	63
	New Hamburg,	B. S. T.	30 00	30 30	60 00	118
Total.....			1697 85½	1697 85½	3395 71	5024

TABLE M.—STATEMENT No. 2.—The Free Public Libraries of Ontario.—Continued.

COUNTIES.	THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT.										OTHER PUBLIC LIBRARIES.				TOTAL.	
	MONEYS.										Sunday School Libraries.		Other Public Libraries.			Total School and Public Libraries in Ontario.
	Amount of Local Appropriation for 1870.	Amount of Legislative Appropriation for 1870.	Value of books sent in 1870.	Value of books in former years.	Total value of books sent.	No. of Libraries, exclusive of sub-divisions.	Total number of volumes in Libraries.	Libraries.		Libraries.		Volumes.				
								\$ cts.	\$ cts.	\$ cts.	\$ cts.		Libraries.	Volumes.		
Glengarry					\$ 350 70	3	650	9	1090			12	1740			
Stormont					\$ 601 22	4	1225	15	1480			21	3015			
Dundas					\$ 820 00	5	1447	25	2133			32	3680			
Prescott					\$ 1031 06	5	1988	26	3676			3	7314			
Russell					\$ 652 37	4	1270	10	900			1	5970			
Carleton					\$ 1973 02	15	4009	27	3478			2	7667			
Grenville	6 00	6 00	12 00	876 00	\$ 888 00	6	1840	29	3924			2	180			
Leeds	42 00	42 00	84 00	1439 10	\$ 1523 10	21	2731	69	6567			1	579			
Lanark	18 00	18 00	36 00	5147 80	\$ 5183 80	41	9916	56	7000			3	405			
Renfrew	18 00	18 00	36 00	1563 72	\$ 1599 72	19	3017	29	2136			30	5500			
Frontenac	50 00	50 00	100 00	794 77	\$ 894 77	10	1578	32	3683			3	850			
Addington	17 50	17 50	35 00	630 00	\$ 665 00	3	1045	27	4153			2	630			
Lennox				720 00	\$ 720 00	2	1556	14	1262			4	350			
Prince Edward	70 00	70 00	140 00	1349 60	\$ 1489 60	16	2684	42	4361			3	900			
Hastings				2851 54	\$ 2851 54	22	5407	71	6961			3	957			
Northumberland				4362 26	\$ 4362 26	34	8721	78	9471			6	2580			
Durham	94 75	94 75	189 50	1456 57	\$ 1646 07	25	3550	57	7393			3	450			
Peterborough	15 00	15 00	30 00	3343 56	\$ 3373 56	26	7018	34	3150			6	1319			
Victoria				620 24	\$ 620 24	46	3539	38	2431			3	360			
Ontario	111 60	111 00	222 00	5091 12	\$ 5313 12	31	9218	46	8286			6	2900			
York	98 36	98 36	196 72	8913 92	\$ 9110 64	76	15742	115	15272			23	5645			
Peel	28 78	28 78	57 56	4613 66	\$ 4671 22	54	8208	51	8371			3	680			
Simcoe	222 18	222 18	444 36	4087 85	\$ 4532 21	47	8124	56	5911			7	2156			
Halton	61 75	61 75	123 50	1726 44	\$ 1849 94	16	2690	33	7630			11	3126			
Wentworth	25 00	25 00	50 00	2044 80	\$ 2094 80	18	4290	53	8500			9	2366			
Brant				1063 80	\$ 1063 80	15	2370	47	6794			3	2276			
Lincoln				2718 50	\$ 2718 50	24	4700	52	5427			3	2700			
Welland				1004 00	\$ 1004 00	13	1952	57	6995			4	1800			
Haldimand				3201 10	\$ 3201 10	33	5595	50	5265			3	2370			
Norfolk	60 05	60 05	120 10	1420 86	\$ 1540 96	21	2678	67	7187			5	1200			

[illegible]

TABLE M.—STATEMENT No. 3.—The Free Public Libraries of Ontario.—*Concluded.*

The following is a Statement of the number and classification of Public Library and Prize Books sent out from the Depository of the Ontario Educational Department, from 1853 to 1870, inclusive.

Number of Volumes sent out during the years	Total Volumes of Library Books.	History.	Zoology and Phys- iology.	Botany.	Phænomena.	Physical Science.	Geology.	Natural Philosophy and Manufactures.	Chemistry.	Agricultural Chem- istry.	Practical Agriculture	Literature.	Voyages.	Biography.	Tales and Sketches— Practical Life.	Fiction.	Teacher's Library.	Prize Books.	Grand Total Library and Prize Books.
1853	21922	4158	1502	287	906	526	234	940	132	192	807	2694	1141	2917	5178	.....	208	.....	21922
1854	66711	10633	5532	1030	2172	1351	636	4780	629	321	3235	5764	4350	6393	19307	.....	578	.....	66711
1855	28659	5475	2053	318	558	663	200	1808	207	76	1452	3361	2926	3081	6049	.....	432	.....	28659
1856	13669	2498	652	118	397	287	77	660	55	31	418	1523	1019	1844	3832	.....	258	.....	13669
1857	29833	5295	1763	321	632	817	195	1729	134	67	1247	2391	2253	3516	9219	.....	244	.....	29833
1858	7587	1567	503	86	152	98	61	276	27	2	186	713	843	744	2245	.....	84	.....	7587
1859	9408	1670	551	136	203	192	130	432	87	18	300	1109	714	1127	2401	.....	112	.....	9408
1860	9072	1561	475	144	223	200	100	526	61	17	339	852	797	880	2520	.....	172	.....	9072
1861	6488	1273	302	59	101	72	64	223	36	2	172	601	760	880	1826	.....	142	.....	6488
1862	5599	927	244	45	99	43	75	211	45	24	165	412	661	830	1706	.....	117	.....	5599
1863	6274	707	340	42	97	80	67	282	26	6	262	547	652	804	2286	.....	112	.....	6274
1864	3361	552	104	11	47	38	28	134	7	.....	87	321	290	451	1198	.....	112	.....	3361
1865	3882	611	168	20	62	53	26	131	3	.....	110	328	534	553	1225	.....	57	.....	3882
1866	6856	1144	217	55	125	81	55	282	26	19	291	652	776	784	2200	.....	58	.....	6856
1867	5425	1003	125	20	78	65	15	189	7	.....	118	524	565	650	1971	.....	148	.....	5425
1868	6573	1106	214	39	86	51	42	195	26	.....	122	554	979	736	2211	.....	66	.....	6573
1869	6428	1148	268	51	96	91	36	198	18	19	162	499	1172	882	1237	.....	52	.....	6428
1870	5024	865	162	28	68	64	36	150	14	.....	139	367	527	610	1542	.....	52	.....	5024
Totals	242672	42193	15275	2811	6108	4772	2077	13152	1540	794	9592	23272	20989	27977	68153	1015	2952	503449	746121

Deduct Volumes returned for Exchange, &c.

Volumes sent to Mechanics' Institutes and Sunday Schools, not included in the above

Grand Total, Library and Prize Books, despatched up to the 31st December, 1870

616

745505
14379

759884

TABLE N.—The Grammar and Common Schools of Ontario.

SUMMARY OF MAPS, APPARATUS AND PRIZE BOOKS SUPPLIED TO COUNTIES, CITIES, TOWNS AND VILLAGES DURING THE YEAR.

COUNTIES.	MONEYS.			MAPS OF :										APPARATUS.			Object Lessons in	Prize Books.
	Local Contributions.	Legislative Apportionment.	Total.	World.	Europe.	Asia.	Africa.	America.	B. N. America and Canada.	Great Britain and Ireland.	Single Hemisphere.	Classical and Scriptural.	Other Charts and Maps.	Globes.	Sets of Apparatus.	Other School Apparatus (pieces).	Historical and other Lessons in sheets.	No. of Volumes.
	\$ cts.	\$ cts.	\$ cts.															
Glengarry	83 15	83 15	166 30	1	1	4	3	3	1				4	1		1	1	654
Stormont	68 50	68 50	137 00	3	3	3	1	1	4	3	2	1		1	1	1	16	170
Dundas	46 97	46 97	93 94		5	5	5	4	2	3	2	1	2	1		1	74	184
Prescott	66 30	66 30	132 60	3	5	5	5	4	2								5	133
Russell	5 00	5 00	10 00					3	3	1		1			1		167	42
Carleton	140 48	140 48	280 96	4	3	2												634
Greyville	134 00	134 00	268 00	1	1	1						1						639
Leeds	197 20	197 20	394 40		3	1	3	3	5	1	4	1	3	1			3	1108
Lanark	311 75	311 75	623 50	2	5	5	5	5	5	8	6	4	3	1			3	802
Kenilworth	59 70	59 70	119 40		1	1	1	1	1	3	2	1	1	1			39	297
Frontenac	102 80	102 80	205 60	2	2	2	2	2	2	3	2	1	1	1			16	552
Adolphus	68 45	68 45	136 90	1	2	1	1	2	2				1	1				304
Lennox	9 00	9 00	18 00															60
Prince Edward	225 58	225 58	451 16	11	12	9	9	11	12	2			2	6	2	1	173	231
Hastings	182 62½	182 62½	365 25	7	5	7	7	6	5	6	3	4	11	5	2	1	343	425
Northumberland	216 86	216 86	433 72	2	3	2	2	3	3	4		5	2	5	2	1		1067
Durham	280 55	280 55	561 10	3	6	5	3	5	6	8	2	4	7	8		2	178	881
Peterborough	110 91½	110 91½	221 83	3	7	8	2	5	6	4	2	1	8		8	3	104	256
Victoria	409 98	409 98	819 96	7	9	8	6	7	8	3	6	5	22	4	1	10	124	1095
Ontario	492 26½	492 26½	984 53	3	2	2	2	2	2	7	6	6	4	2		8	228	2592
York	598 09	598 09	1196 18	4	4	4	4	4	6	2	2		10	3	2	14	173	2802
Peel	276 42	276 42	552 84		4	4	4	3	2	3	4		3	3		1	109	1455
Simcoe	538 88	538 88	1077 76	4	12	9	6	8	9	12	8	8	6	4		3	149	2778
Halton	296 83	296 83	593 66	2	4	3	3	3	4	4	3	8	13	3	1	6	84	1145
Wentworth	298 12	298 12	596 24	3	3	1	2	2	4	3	3	4	4	2			81	1504
Brant	208 91	208 91	417 82	3	3	2	1	1	3	3	2	3	10	2	2	11		786
Lincoln	178 63	178 63	357 26	1	1		1	1	1	3	2	3	1	2		2		675
Welland	80 25	80 25	160 50			1	1	1	1	3		3	1	3	1	3	7	256

TABLE O.—The Superannuated or Worn-out Common School Teachers.

NAME.	Age in 1870.	Years of Teaching in Ontario.	Amount of Pension for 1870.*	Amount of cash certified to the Hon. Provincial Treasurer as payable to pensioners from 1st January to 30th December.	Period for which the payments were made.
			\$ cts.	\$ cts.	
6 Donald Currie	82	18	42 00	38 00	For the year 1870.
11 Thomas J. Graffe	63	18	42 00	38 00	
13 James Benton	74	25	58 33	54 33	
15 James Breakenridge.....	66	32	74 67	70 67	
19 Peter Stewart.....	87	22	51 33	47 33	
21 John Price	78	24	56 00	52 00	
36 Donald McDonald.....	84	13	30 34	26 34	
42 W. R. Thornhill	72	22	51 33	47 33	
45 John Fletcher	61	18	42 00	38 00	
47 John Nowlan.....	79	24	56 00	52 00	
49 George Reynolds	75	28½	66 50	62 50	
54 Alexander Miller	84	28½	66 50	62 50	
55 John Donald	71	20½	47 84	43 84	
56 Angus McDonell	75	33½	77 17	73 17	
57 James Forde	68	18	42 00	38 00	
60 Gideon Gibson	85	19	44 33	40 33	
63 Donald McDougall	70	14	32 67	28 67	
71 Thomas White	80	23½	55 43	51 43	
72 Rev. Joshua Webster	76	22	51 33	47 33	
73 Norman McLeod	78	16	37 34	33 34	
78 William Foster	70	22	51 33	47 33	
79 William Glasford	60	18½	43 17	39 17	
82 John Vert	60	21½	50 17	46 17	
83 William Benson	73	23	53 67	49 67	
84 William Kearns.....	78	25	58 33	54 33	
86 James Leys	78	17	39 67	35 67	
87 John Healy.....	81	26	60 67	56 67	
88 Hector McRae	74	20	46 67	42 67	
92 Emily Cozens.....	65	27	63 00	59 00	
93 William Dermott	72	13	30 33	26 33	
96 Walter Hick	82	25	58 33	54 33	
97 John Higginbotham.....	79	22	51 33	+	
101 William Leonard	85	13	30 34	26 34	
107 Daniel Wing	67	26	60 67	56 67	
110 Martin Devereux	73	23	53 67	49 67	
111 Michael O'Kane	78	20½	47 84	43 84	
114 Alexander Jenkins	76	18	42 00	38 00	
115 Isabella Kennedy.....	68	22	51 33	47 33	
117 William Miller	84	10	23 33	19 33	
118 Robert Beattie	75	20½	47 84	43 84	
119 John L. Biggar.....	78	25	58 33	54 33	
120 William Corry	80	17	39 67	35 67	
121 Marianne Ederington	59	20	46 67	42 67	
122 Peter Fitzpatrick	78	23	53 67	49 67	
126 James Kehoe.....	70	19	44 33	40 33	
128 James McQueen	63	22½	52 50	48 50	
129 John Miskelly	72	12½	29 16	25 16	
132 Nicholas Fagan	76	13	30 34	26 34	
135 Andrew Power	52	17	39 67	35 67	
137 Catharine Snider	61	18	42 00	38 00	
139 John Tucker	77	21	49 00	45 00	
140 John Brown	72	26	60 67	56 67	
141 John Monaghan	66	15	35 00	31 00	
142 Richard Youmans.....	66	20	46 67	42 67	
144 William Ferguson.....	70	24	56 00	52 00	

* The pensioners are subject to a deduction, before payment, of \$4 for annual subscription required by law
+ Not heard from since 1869.

TABLE O.—The Superannuated or Worn-out Common School Teachers.—*Cont'd.*

NAME.		Age in 1870.	Years of Teaching in Ontario.	Amount of Pension for 1870.	Amount of cash certified to the Hon. Provincial Treasurer as payable to pensioners from 1st January to 30th December.	Period for which the payments were made.
				\$ cts.	\$ cts.	
145	Thomas Flanagan.....	73	20	46 67	42 67	For the year 1870.
148	Edward Ryan.....	79	25	58 33	54 33	
149	Daniel Sheehan.....	86	20	46 67	42 67	
155	Alexander Middleton.....	71	20	46 67	42 67	
159	Archibald McCormick.....	73	16	37 33	33 33	
161	Thomas Baldwin.....	72	13	30 34	26 34	
162	James Bodfish.....	67	20	46 67	42 67	
163	Anne Jackson.....	79	21	49 00	45 00	
165	E. Redmond.....	70	32½	75 84	71 84	
166	William Hildyard.....	64	19	44 33	40 33	
168	John McKenna.....	61	18½	43 16	39 16	
169	Mary Richards.....	75	33	77 00	73 00	
170	W. B. P. Williams.....	66	9	15 00	11 00	
171	Julius Ansley.....	66	18	42 00	38 00	
172	Thomas Baker.....	75	19	44 33	40 33	
173	Thomas Buchanan.....	65	20	46 67	42 67	
174	Matthew M. Hutchins.....	63	22	51 33	47 33	
178	Helen McLaren.....	61	21	49 00	45 00	
179	Ralph McCallum.....	61	23	53 67	49 67	
183	William Clarke.....	74	12	28 00	24 00	
184	John Dods.....	65	21	49 00	45 00	
186	P. G. Mulhern.....	70	29	67 67	63 67	
188	Thomas Sanders.....	78	30	70 00	66 00	
190	George Weston.....	72	22½	52 50	48 50	
193	Robert Hamilton.....	77	16	37 34	33 34	
194	John McDonnell.....	70	14	32 67	28 67	
195	John McGarvey.....	81	20	46 67	42 67	
196	Joseph D. Thomson.....	61	14	32 67	28 67	
198	Henry Bartely.....	63	23	53 67	49 67	
199	John Cameron.....	66	15	35 00	31 00	
200	Melinda Clarke.....	60	15½	36 16	32 16	
201	James Brown.....	65	27½	64 16	60 16	
202	Daniel Callaghan.....	73	30	70 00	*	
204	John McNamara.....	81	13	30 34	26 34	
206	James Robinson.....	55	18	42 00	38 00	
207	Jane Tyndall.....	66	21	49 00	45 00	
208	William Bell.....	69	11	25 67	21 67	
209	William Brown.....	52	13	30 34	26 34	
210	James Armstrong.....	57	25	58 33	54 33	
211	Caroline F. Mozier.....	61	27	63 00	59 00	
212	Eliza Barber.....	52	18½	43 17	39 17	
214	James McFarlane.....	64	27	63 00	59 00	
216	J. C. VanEvery.....	67	20	46 66	42 66	
217	Benjamin Woods.....	70	29	67 67	63 67	
218	John Younghusband.....	75	33½	78 17	74 17	
219	Wm. Irvine.....	72	36	84 12	*	
220	Angus McGillis.....	58	23	53 67	49 67	
221	Richard Campbell.....	70	31	72 33	68 33	
222	James Mahon.....	60	20	46 66	42 66	
224	Duncan Calder.....	72	25	58 33	54 33	
228	John Douglass.....	75	22	51 33	47 33	
229	Daniel McGill.....	65	28	65 33	61 33	
230	John Lenaten.....	75	12	40 00	36 00	
231	Anna McKay.....	67	18	42 00	38 00	
232	Sidney Russell.....	67	15	35 00	31 00	
233	Patrick Shirreff.....	70	26	60 67	56 67	
234	Robert Jordan.....	75	28	65 33	61 33	
235	David Kee.....	55	17	39 67	35 67	

* Paid in 1871.

TABLE O.—The Superannuated or Worn-out Common School Teachers.—*Cont'd.*

NAME.		Age in 1870.	Years of Teaching in Ontario.	Amount of Pensions for 1870.	Amount of cash certified to the Hon. Provincial Treasurer as payable to pensioners from 1st January to 30th December.	Period for which the payments were made.
				$\frac{\$}{\text{cts.}}$	$\frac{\$}{\text{cts.}}$	
237	Thomas Dorothy.....	59	34	79 33	75 33	For the year 1870.
238	Thomas Whitfield.....	61	32½	75 84	71 84	
239	William Beaton.....	73	16	37 34	33 34	
240	John Robinson.....	68	17	39 67	35 67	
242	James Briggs.....	59	37	86 33	82 33	
243	James Denman.....	68	37½	87 50	83 50	
244	Adam Gillespie.....	72	24	56 00	52 00	
245	John Graydon.....	66	30	70 00	66 00	For the years 1869 and 1870.
246	Charles Judge.....	60	17	39 67	35 67	
247	John Ross.....	60	22	51 33	47 33	
248	John Roberts.....	69	16	37 34	*125 34	
249	Alexander Fraser.....	62	14	32 67	*108 67	
251	Mary Crooks.....	50	15	*90 00	90 00	
252	William Lewis.....	53	22½	*135 00	105 00	
253	John Russell.....	65	30	*180 00	124 00	For the year 1870.
254	George Wilson.....	71	20	*120 00	100 00	
255	W. P. McGrane.....	77	38½	*231 00	127 64	
256	John Colville.....	64	17	*102 00	94 00	
				+6376 00		

NOTE.—In the above table, where the number is omitted, the pensioner is either dead, has resumed teaching, or has withdrawn.

* Pensioners receive, for the first year in which they are placed on the list, an amount at the rate of \$6 per year of service. After the first year they receive a smaller amount, as the fund does not admit of continuing the high rate.

† In addition to the above, \$124 was returned to subscribers withdrawing from the fund.

TABLE O.—GENERAL ABSTRACT.

COUNTIES FROM WHICH THE FOREGOING SUPERANNUATED TEACHERS APPLIED.		RELIGIOUS DENOMINATIONS.		NATIVES OF	
Glengarry	16	Simcoe	12	Church of England	86
Stormont	10	Halton	3	Presbyterian	67
Dundas	7	Wentworth	8	Church of Rome	40
Prescott	6	Brant	3	Methodist	35
Carleton	12	Lincoln	8	Baptist	8
Grenville	10	Welland	4	Congregationalist	8
Leeds	14	Haldimand	1	"Protestant"	2
Lanark	21	Norfolk	4	Universalist	2
Renfrew	2	Oxford	3	Society of Friends	1
Frontenac	7	Wellington	8	Christian Disciple	1
Addington	4	Grey	2	Second Advent	10
Prince Edward	6	Perth	2	Not given	256
Hastings	7	Huron	7	Total	
Northumberland	8	Bruce	1		
Durham	3	Middlesex	6		
Peterborough	8	Elgin	4		
Victoria	6	Kent	5		
Ontario	5	Lambton	1		
York	11	Essex	3		
Peel	8				
Total			256		

Of the 256 Teachers admitted to the Fund, 125 either died during or before 1870, were not heard from, resumed teaching, or withdrew from the Fund.

Of the remaining 131, the average length of service as Common School Teachers in Ontario was 21 years.

The average age of each pensioner in 1870 was 68 years.

Of the 256 Teachers admitted to the Fund, there have been 243 males and 13 females.

TABLE P.—Educational Summary for Ontario.

MUNICIPALITIES.	COMMON SCHOOLS.			GRAMMAR SCHOOLS.			OTHER INSTITUTIONS.			Amount expended for Superannuated Teachers, Normal School, &c.			GRAND TOTAL.			Balance Unexpended.		Total amount available for Educational purposes during 1870.	
	No. of Common Schools.	No. of Common School Pupils.	Amount expended for Common School purposes during 1870.	No. of Grammar Schools.	No. of Grammar School Pupils.	Amount expended for Grammar School purposes during 1870.	No. of other Educational Institutions.	No. of their Pupils.	Amount received by other Educational Institutions during 1870.	Amount expended for Superannuated Teachers, Normal School, &c.	Total No. of Educational Institutions.	Total No. of Pupils attending them.	Total amount expended for Educational purposes during 1870.	\$	cts.	\$	cts.	\$	cts.
Glengarry	77	5456	12,302 61	1	60	831 05	4	115	1,527 00	395 00	82	5631	15055 06	1631 44	10	16687 10			
Stormont	72	5216	14,032 89	1	33	874 06	1	151	241 00	196 00	74	5400	15343 95	2215 90	10	17559 85			
Dundas	78	5872	16,022 09	2	173	1990 00				110 00	80	6045	18208 09	1504 34	10	19712 43			
Prescott	75	4013	9735 31	2	110	1438 00					77	4123	11283 31	2778 25	10	14061 56			
Russell	29	1816	5798 12	1	33	424 00					30	1849	6222 12	4010 27	10	10232 39			
Carleton	126	8371	25930 61	2	67	1888 00	4	30	438 00	408 00	132	8468	28664 61	4082 22	10	32746 83			
Grenville	89	6261	18231 47	2	129	1797 39				245 00	94	6416	20298 86	1358 83	10	21657 69			
Leeds	160	9943	32783 35	3	224	2465 25	2	33	621 00	291 00	165	10205	36160 60	7497 00	10	43657 60			
Lanark	126	8929	37922 00	4	241	4112 52	3	6	27 00	310 00	153	9206	42571 32	4244 00	10	46615 32			
Renfrew	103	6266	21235 21	3	119	2099 10	2	33	119 00	257 00	108	6118	23770 31	2480 94	10	26251 25			
Frontenac	129	7544	24311 71	3	119	2099 10	2	12	110 00	311 00	132	7556	24732 71	3169 58	10	27902 29			
Addington	71	4728	15099 91	1	139	1151 03	1	27	56 00	196 00	73	4894	16502 94	1628 09	10	18131 03			
Lennox	42	2923	9600 26	1	163	1481 57	4	90	382 00		47	3176	11463 83	829 89	10	12293 72			
Prince Edward	84	5896	26541 32	1	85	1490 06	2	63	497 00	257 00	87	6044	28785 38	1932 89	10	30718 27			
Hastings	149	12560	43966 31	3	216	3117 24	8	43	23181 00	169 00	160	13256	70435 55	9800 41	10	80233 96			
Northumberland	122	11256	43741 80	3	309	5138 31	14	43	34710 00	225 00	159	12256	83215 11	4335 43	10	87550 54			
Durham	102	10599	40394 01	3	264	4891 33	7	81	1355 00	90 00	112	10944	46770 34	4022 38	10	50792 72			
Peterboro'	89	8149	34193 83	2	274	3782 74	5	80	920 00	131 00	95	8503	39027 37	5540 28	10	44567 85			
Victoria	108	9432	34062 91	3	194	2209 15	1	25	618 00	115 00	112	9651	37005 06	5004 08	10	42009 14			
Ontario	117	13775	52079 17	5	513	7388 88	7	126	791 00	75 00	129	14414	60334 05	5770 15	10	66113 20			
York	154	16902	69527 88	4	239	3901 09	16	200	2761 00	205 00	174	17341	76394 97	10406 98	10	86801 95			
Peel	79	7727	32477 10	2	159	1394 94	4	28	212 00	171 00	85	7914	34855 04	3112 93	10	37967 97			
Simcoe	173	17267	58510 10	3	138	3211 83	5	80	271 00	192 00	181	17485	62184 93	7619 73	10	63804 66			
Halton	60	6434	34202 65	2	89	1564 39	5	91	302 00	74 00	67	6614	36143 04	1035 05	10	37178 99			
Wentworth	80	8229	36053 87	2	182	2668 79	4	92	1120 00	119 00	86	8503	39961 66	4009 07	10	43970 73			
Brant	67	8313	39211 53	4	228	4393 19	8	216	1317 00	230 00	79	8757	45451 72	5184 96	10	50636 68			
Lincoln	79	7715	35250 23	5	241	6294 79	5	90	710 00	100 00	89	8046	42285 02	9176 78	10	51461 80			
Welland	93	7312	31848 04	4	285	5371 10	3	95	216 00	90 00	100	7694	37525 14	7738 10	10	45263 24			
Haldimand	83	7179	30513 91	3	177	2486 43	2	65	148 00	86 00	88	7421	33234 34	5747 67	10	38982 01			

TABLE P.—Educational Summary for Ontario—Continued.

	COMMON SCHOOLS.			GRAMMAR SCHOOLS.			OTHER INSTITUTIONS.			Amount expended for Superan- nated Teachers, Normal School, &c.			GRAND TOTAL.			Balance Unexpended.	Total amount available for educational purposes during 1870.
	No. of Common Schools.	No. of Common School Pupils.	Amount expended for Common School pur- poses during 1870.	No. of Grammar Schools.	No. of Grammar School Pupils.	Amount expended for Grammar School pur- poses during 1870.	No. of other Educational Institutions.	No. of their Pupils.	Amount received by other Educational Institu- tions during 1870.	\$	cts.	\$	Total No. of Educational Institutions.	Total No. of Pupils at- tending them.	Total amount expended for Educational pur- poses during 1870.	\$	cts.
MUNICIPALITIES.	Norfolk	108	9087	3	175	2433 55	5	112	140 00	119 00	116	4374	116	4374	39171 74	5770 97	44942 71
	Oxford	118	14300	2	141	2110 57	13	241	5516 00	82 00	133	14682	133	14682	69510 27	7084 58	76594 85
	Waterloo	97	12661	2	222	5081 44	4	196	291 00	.....	103	13079	103	13079	60078 62	9824 79	69903 41
	Wellington	159	18398	4	216	3605 21	21	410	1817 00	120 00	184	19224	184	19224	71818 04	7874 24	79692 28
	Grey	199	18782	1	64	1384 00	9	112	600 00	91 00	209	18958	209	18958	63401 09	8451 40	74832 49
	Perth	199	18782	1	64	1384 00	9	112	600 00	91 00	209	18958	209	18958	63401 09	8451 40	74832 49
	Huron	166	20194	2	139	2327 30	5	80	1213 00	58 00	121	14498	121	14498	80869 50	10702 95	65029 07
	Bruce	125	14055	1	71	1022 60	2	112	118 00	150 00	128	14238	128	14238	48638 76	4875 30	53514 06
	Middlesex ..	192	18832	2	147	1420 11	9	210	1919 00	100 00	203	19189	203	19189	74744 36	10689 31	85433 67
	Elgin	99	9709	2	113	1491 82	1	76	156 00	97 00	102	9898	102	9898	41958 73	4801 52	46760 25
	Kent	104	10370	1	96	1444 34	6	118	189 00	24 00	111	10684	111	10684	48442 18	3919 25	52361 44
	Lambton	115	10752	1	29	996 50	8	191	491 00	39 00	124	10972	124	10972	55732 88	8913 52	64646 40
	Essex	90	7539	1	72	817 75	7	201	4780 00	61 00	98	7812	98	7812	37095 07	4200 92	41265 99
	District of Algoma	3	269	.....	.....	.....	.....	.....	.....	.....	3	269	3	269	1040 07	273 34	1313 41
	Do Parry Sound.	1	76	.....	.....	.....	.....	.....	.....	.....	1	76	1	76	200 00	150 00	350 00
CITIES.	Toronto	18	9770	1	150	16532 98	31	1650	110000 00	.....	50	11570	50	11570	163690 71	4483 88	168174 59
	Hamilton	15	5773	1	209	4092 70	11	470	18000 00	.....	27	6452	27	6452	55113 09	1516 86	56629 95
	Kingston	11	3237	1	117	3798 10	10	540	28800 00	.....	22	3894	22	3894	44002 37	35 77	44038 14
	London	10	4108	1	71	2097 05	3	245	32000 00	.....	14	4424	14	4424	47674 31	7219 57	54893 88
	Ottawa	6	4014	1	106	4220 76	18	564	19000 00	.....	25	4684	25	4684	45443 46	5195 13	50638 59

TABLE Q.—A General Statistical Abstract, exhibiting the comparative State and progress of Education in Ontario, as connected with Universities, Colleges, Academies, Private, Grammar, Common, Normal and Model Schools, from the year 1842 to 1870, inclusive, compiled from Returns in the Educational Department.

No.	SUBJECTS COMPARED.	1842	1843	1844	1845	1846	1847	1848
1	Population of Ontario	486055			622570	204580		725879
2	Population between the ages of five and sixteen years.....	141143			202913	5	230975	241102
3	Colleges in operation	5			5	32	6	6
4	County Grammar Schools	25		25	31	32	33	33
5	Academies and Private Schools reported.....	44		60	65	80	96	117
6	Normal and Model Schools for Ontario							2
7	Total Common Schools in operation as reported				2736	2589	2727	2800
8	Total Roman Catholic Separate Schools	1721						
9	Free Schools reported in operation (included in No. 7, above)	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.
10	Grand Total Educational Establishments in operation in Ontario	1795			2837	2706	2863	2938
11	Total Students attending Colleges and Universities.....	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	740
12	Total Pupils attending County Grammar Schools	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	1115
13	Total Pupils attending Academies and Private Schools	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	2345
14	Total Students and Pupils attending Normal and Model Schools for Ontario	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	256
15	Total Pupils attending the Common Schools of Ontario	65978		96756	110002	101912	124829	130739
16	Total Pupils attending the Roman Catholic Separate Schools							
17	Grand Total, Students and Pupils attending Universities, Colleges, Academies, Grammar, Private, Normal, Model and Common Schools	65978		96756	110002	101912	128360	135195
18	Total amount paid for the Salaries of Common and Separate School Teachers in Ontario	\$166000		\$206856	\$286056	\$271624	\$310396	\$344276
19	Total amount paid for the erection or repairs of Common and Separate School Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, &c.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.
20	Grand Total paid for Common and Separate School Teachers' Salaries, the erection and repairs of School Houses, and for Libraries and Apparatus	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.
21	Total amount paid for Grammar School Masters' Salaries.....	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.
22	Total amount paid for the erection or repairs of Grammar School Houses.....	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.
23	Amount received by other Educational Institutions, &c.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.
24	Grand Total paid for Educational purposes in Ontario	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.
25	Total Common School Teachers in Ontario				2860	2925	3028	3177
26	Total Male do do						2365	2507
27	Total Female do do						663	670
28	Average number of months each Common School has been kept open by a qualified Teacher, including legal holidays.....			7½	8	8½	8½	9

TABLE Q.—Continued.

	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858	1859
1.	253364	803493	950551	953239	268957	277912	297623	311316	324888	360578	362085
2.	7	7	7	262755	8	9	10	12	12	12	13
3.	39	57	54	60	64	64	65	61	72	75	81
4.	157	224	175	181	186	206	307	267	276	301	321
5.	2	2	2	3	3	3	3	3	3	4	4
6.	2871	3059	2085	2992	3093	3200	3284	3391	3631	3772	3848
7.	No Reports.	252	16	18	32	44	41	81	100	94	105
8.	3076	3349	855	901	1052	1117	1211	1263	1707	1936	2315
9.	773	684	632	751	386	3526	3710	3815	4094	4258	4372
10.	1120	2070	2191	2343	735	806	1100	1335	1335	1335	1373
11.	3648	4663	4557	5684	3221	4287	3726	3386	4073	4459	4381
12.	400	370	356	645	4440	5473	7584	6220	6523	6372	6182
13.	138465	151891	168159	179587	194736	204168	229979	243935	262673	283692	288598
14.							643	772	746	777	718
15.							229979	243935	262673	283692	288598
16.							4885	7210	9964	9991	12094
17.	144406	159678	175895	189010	203888	215356	240917	262858	285314	306626	314246
18.	\$353912	\$353716	\$391308	\$428948	\$480764	\$578868	\$680108	\$779680	\$860232	\$77616	\$856325
19.	No Reports.	\$50756	\$77336	\$100336	\$128072	\$175472	\$219164	\$268428	\$31926	\$25519	\$250721
20.	"	\$410472	\$408344	\$520314	\$617836	\$754340	\$899272	\$1078108	\$1212158	\$1043135	\$1110046
21.	"	No Reports.	Included in other Educational Institutions.				\$46255	\$47659	\$37552	\$52940	\$61564
22.	"	"	\$131336	\$147956	\$150104	\$174016	\$5711	\$8311	\$10708	\$2868	\$7930
23.	"	"	\$599980	\$67270	\$767940	\$928356	\$204754	\$192014	\$214849	\$223979	\$210042
24.	"	"	\$377	3388	3539	\$928356	\$1155992	\$1326092	\$1495267	\$1318922	\$1389582
25.	3209	3476	3577	3388	3539	3539	3565	3689	4083	4202	4235
26.	2505	2697	2551	2541	2601	2508	2568	2622	2787	2965	3115
27.	704	779	726	847	938	1031	997	1067	1296	1237	1120
28.	9 1/2	9 1/2	9 1/2	9 1/2	9 1/2	9 1/2	9 1/2	10	10	10 1/2	10 1/2

NOTE.—Balances due, but not collected, were included until 1858, but from that date Nos. 18, 19, 20, 21, 22 and 24 represent actual payments only. If we add to the Grand Total [24] the unexpended balances, we should have an available sum of \$2,414,056 for Educational purposes during 1870, and for 1869, \$2,273,903, the increase in 1870 being \$140,152.

TABLE Q.—*Concluded.*

	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870
1.	1306091			412367	424565	426757	431812	447726	464315	470400	483066
2.	373559			16	16	16	16	16	16	16	16
3.	13	13	13	95	95	104	104	102	101	101	101
4.	88	86	91	340	257	260	298	312	282	279	284
5.	305	337	342	3	3	3	3	3	3	3	3
6.	4	4	4	3	3	3	3	3	3	3	3
7.	3854	3910	3995	4013	4077	4151	4222	4261	4318	4359	4403
8.	115	109	109	120	147	152	137	161	162	165	163
9.	2602	2903	3111	3228	3459	3595	3741	3838	3886	4131	4244
10.	4379	4459	4554	4587	4595	4686	4800	4855	4882	4923	4970
11.	1373	1373	1373	1820	1820	1820	1930	1930	1930	1930	1930
12.	4546	4765	4982	5352	5589	5754	5179	5696	5649	6008	7351
13.	6408	7361	6784	6653	5718	5965	6462	6748	6655	6392	6572
14.	700	700	700	700	700	800	800	800	800	800	800
15.	301104	316287	329033	344949	354330	365552	372320	382719	399305	411746	421896
16.	14708	13631	14700	15859	17365	18101	18575	18924	20594	20684	20652
17.	328839	344117	357572	375333	385522	397992	405206	416812	434933	448160	459161
18.	889591	891813	895976	898755	899656	91041052	\$1066880	\$1093516	\$1146543	\$1175166	\$1222081
19.	\$264183	\$273305	\$272217	\$266892	\$288362	\$314827	\$320353	\$379672	\$441891	\$449730	\$489380
20.	\$1159774	\$1191418	\$1231993	\$125447	\$1285316	\$1355879	\$1387233	\$1473188	\$1588434	\$1624896	\$1712061
21.	\$64005	\$71034	\$73211	\$76121	\$75854	\$81562	\$87055	\$94820	\$95848	\$97009	\$105153
22.	\$8037	\$4234	\$7502	\$8370	\$6139	\$5251	\$17633	\$19190	\$10267	\$7378	\$20390
23.	\$218332	\$209421	\$225534	\$287708	\$269668	\$274514	\$328065	\$332825	\$332650	\$336900	\$336107
24.	\$1448448	\$1476107	\$1535240	\$1621806	\$1636979	\$1717206	\$1820006	\$1920023	\$2027199	\$2059783	\$2173711
25.	4281	4336	4406	4504	4625	4721	4789	4890	4996	5054	5165
26.	3100	3031	3115	3094	3011	2930	2925	2849	2777	2775	2753
27.	1181	1305	1291	1410	1614	1791	1894	2041	2219	2279	2412
28.	10½	10½	10½	10½	11½	11½	11½	11½	11½	11½	11½

NOTE.—The Returns in the foregoing Table, up to the year 1847, are not very complete, but since that period they have been sufficiently so to establish data by which to compare our yearly progress in Educational matters. The Returns are now pretty extensive, and embrace all Institutions of Learning from the Common School up to the University; but hitherto the sources of information regarding this latter class of Institutions have been rather private than official, which should not be the case. The Annual Report of a Department of Public Instruction should present, in one comprehensive tabular view, the actual state and progress of all our Educational Institutions—Primary, Intermediate and Superior.

PART III.

APPENDICES.

1870.



APPENDICES TO THE ANNUAL REPORT

OF THE

NORMAL, MODEL,

Grammar and Common (now High and Public) Schools

IN ONTARIO,

FOR THE YEAR 1870.

APPENDIX A.

REPORT AND SUGGESTIONS WITH RESPECT TO THE COUNTY GRAMMAR, (NOW HIGH,) SCHOOLS OF ONTARIO, FOR THE YEAR 1870, BY THE REV. J. G. D. MACKENZIE, M.A., INSPECTOR.

REVEREND SIR,—Having sent in to the Department my semi-annual reports, more or less in detail, of the results of my inspection of our High Schools during the past year, I have the honour now to submit the usual Annual Summary. In giving a general view of the condition of the schools, my previous Report might be made to answer, with slight modification. The system remaining unchanged, we have had no reason for expecting any marked change in the working of the schools. Whilst in Classics and Mathematics (including that practical and very important subject, Arithmetic), and in French, the results achieved are much on a par with those of the year immediately preceding, I must, however, state that increased efforts have certainly been made in the cultivation of the Mother-tongue, and that, not without encouraging fruits in a better knowledge of English Grammar, and more of ability, on the part of pupils, to write their native language correctly. A fair view of the schools would not be furnished without making this statement, neither would justice be done to those earnest and laborious men who have been exerting themselves to remedy an evident defect, as best they could under a system which kept pouring in upon them an undisciplined horde of raw recruits, and worrying them besides with the drudgery of drilling in compulsory Latin Classes, formed out of this rough and unpromising material.

1.—CHANGE OF MASTERS.

During the past year several of the schools have changed their masters; of these, some have changed for the better, and under the inspiration, which, in the worst of circumstances, the man of the right stamp will never completely fail to impart, have began to move forward as vigorously as a repressive programme would allow them; others have made a change for the worse. In relation to these unfortunate changes, so far as they

have been brought about by a short-sighted economy on the part of trustees, or by their enforced poverty under the old law, it is gratifying to know that under the new system, with its stimulating provision of payment for results, trustees will be greatly aided in forming a just estimate of the master's attainments and fidelity, and, where they have a good man, will find it to be more than ever their interest to keep him. It has been well said, "Do what you will in building, or endowing, or encouraging, a school; make for it the most convenient premises; place it in the most favourable situation; give it every advantage of government, wealth, or patronage; after all, the teacher is the pivot on which success or failure turns." Everywhere this may be regarded as an axiom in school administration; and particularly with ourselves when the amount of legislative grant to each school will be directly affected by the teacher's efficiency. The introduction of this new principle, as we confidently hope, will bring home, even to minds whose one idea in school matters has hitherto been to save money, the truth of the wise old saying,—“The cheapest pennyworths are not always the best bargains.”

2.—SCHOOL BUILDINGS AND FURNITURE, DRILL AND GYMNASTICS.

The High School Boards of Trustees are now invested with full power to raise all the money they need for the legitimate expenses of the schools. They are no longer in the humiliating and helpless position they occupied in cases where the School Boards were not united. They are not to wait, henceforward, cap in hand, on Municipal Councils, and sue for that which they have now a legal, as they had always a moral right to demand. Sundry shortcomings—perhaps inevitable under the old regime—towards which a merciful and wise forbearance has been exercised, should be rectified now as speedily as possible, and every effort made to conform strictly to the explicit regulations set forth by the Council of Public Instruction.

Some of our High School buildings are—as to two or three of them, so entirely unsuitable; as to the rest, so unattractive, and even forbidding in appearance—so absurdly out of keeping with the appellation “High School,” that, in my judgment, they should be tolerated not one moment longer than the time that may be required for the erection of better. The new arrangements for inspection, which have been so happily accomplished, have given me a colleague who will have opportunity for criticising these structures, which an acquaintance of three years has not endeared to my own eye or heart, and if he, as well as myself, should pronounce against them, I trust they will soon be made to disappear. We wish to feel respect, not only for the learning to be had at our High Schools, but for the temple in which that learning is enshrined. We desire to see, in every case, an edifice which shall appeal, with more or less of the charms of external beauty, to the eye and mind of the young; and, as to internal arrangements, I shall not be satisfied till I see every school-room so furnished as to lead the young minds in it to place a higher value on the knowledge they are incited to acquire, when they observe and instinctively appreciate—as they will not fail to do—the pains taken to maintain a proper convenience, seemliness, and grace in everything associated with the acquisition of that knowledge. All, in the matter of building and furniture, may not hope to rival Toronto, Hamilton, or Galt, and others of like stamp; all are not called upon to aim at the stately and the ornate; but even the comparatively small and feeble section ought to do its best to make everything neat, commodious, and wholesome—health of body provided for by sufficient space and purity of air—culture of mind promoted by exhibiting education with nothing shabby or sordid in her attire, but in fair and comely garb; with adequate means of raising money, let us hope that we have seen the last of superannuated wood and sickly paint, of huge cumbrous desks, and diminutive black-boards. Of all the appliances made use of in the work of the school there is probably none more serviceable than the BLACK-BOARD, not only employed by the master in giving instruction to his pupils, but capable also of being so managed, as to put the pupils in the way of instructing one another simply by subjecting the work of any member of the class to the criticism of the rest. The effect of such an exercise is excellent. Corrections made by the master are too often received with an equanimity and a composure which give but poor promise of the pupil's performance when the same points come up again; errors, on the other hand, pointed out by a school-fellow inflict a deeper wound on self-esteem, and are seldom repeated. It is easy to understand

that, whilst a class is thus engaged at the black-board, an amount of vigilance and keen interest is developed, which no alertness or remonstrance on the master's part will excite : the apathy that so terribly chills the master's heart is dispelled ; and the whole class, for the time, are on the *qui vive*. The black-board should be large enough to admit of this, extended, if necessary, along one side of the school-room. I have always set a special value, moreover, on the black-board as contributing to the life and freedom of independent teaching,—the teaching of the individual man which brings mind into contact with mind so much more effectually than Text-books can do. There is no doubt in some minds an impatient endurance of the Text-book, with a vehement propensity for launching out into a crude originality more gratifying to themselves than improving to those whom they are set to teach ; but bad as this is, it is worse to resolve the whole of education into memorizing Text-books ; worse to bind the young mind to such a servile adherence to the Text-book as represses effectually all mental activity and independence of thought.

Where University Honours have been won by any of the pupils, I should like to see in a conspicuous position a TABLET like that which has been placed in the Hall of Upper Canada College, to record these Honours.—The tablet should be made attractive in appearance, with the names of the successful men tastefully inscribed on it, and the school-room, I need hardly say, ought not to be unworthy of such an ornament. This roll of fame would help to perpetuate the prestige of the school and powerfully excite the emulation of the pupils. If Dundas and Fonthill become associated with the Gilchrist Scholarship—the young man sent up from the former going directly from the school ; in the other case, gaining the valuable prize after having passed through the University of Toronto—why should there not be a permanent record of a distinction so honourable, publicly exhibited to inspire others with like ardour and ambition ?

Our Drill Classes, I am sorry to say, are, with one or two exceptions, extinct ; this is to be regretted. I must also mention with regret that, scarcely any of our High Schools make provision for Gymnastic exercises. We require not, surely, to be reminded that success in mental culture depends largely on the healthy condition of the physical frame, and that this is much promoted by regular training.

NEW PROGRAMME—ENGLISH LANGUAGE AND LITERATURE, PHILOLOGY.

The new Programme for High Schools is now before the country in provisional form and subject to such modification as, after trial, may be deemed desirable. It may be necessary to make alterations in the details of its arrangement, for no scheme of study can well be pronounced satisfactory, in all its parts, before it has been put to the test of actual experiment ; but, as to its general principles, it will be cordially welcomed as making wise and suitable provision for the educational wants of the country.

After its experience of compulsory Latin and neglected English, the country will be well pleased to find, at the very head of the Programme, the culture of the Mother-tongue. It has been the fashion till within the last few years to assert, as a truth not to be gainsaid, that no basis of education admitting of a sound and perfect superstructure could possibly be laid but in the ancient Classics. For ages, our language, with all its beauty and strength ; our literature, with its unsurpassed wealth of intellectual treasure, were made to move in the train of classical learning, like some wretched captive, much in the style of the old Roman triumph. What has been the effect in England, where the study of the Classics has been carried on under all the advantages that wealth and leisure and the highest scholarship can command ? We have the result given in the statement of one—a graduate and fellow of an English University,—who, whilst he fully recognizes the true value of the Classics, can see that to vindicate their just claims it is by no means necessary to do dishonour to the Mother-tongue. “ Half the undergraduates at our University (says Mr. Sidwick), and a larger proportion of the boys at all (except perhaps one or two) of our Public Schools, if they have received a literary education at all, have got it for themselves ; the fragments of Greek and Latin that they have struggled through have not given it to them. * * * If such boys get imbued with literary culture at all, it is not owing to the classical system, it is due to home influence, to fortunate school friendships, to the extra professional care of some zealous schoolmaster. In this way they

are taught to enjoy reading that instructs and refines, and escape the fate of the mass, who temper small compulsory sips of Virgil, Sophocles, Tacitus, and Thucydides, with large voluntary draughts of James, Ainsworth, Lever, and the translated Dumas." This is not a very cheering sketch, yet the picture is a bright one compared with the position as it was of some three-fourths of the pupils of our Grammar Schools—in school excursions hither and thither through an Introductory Book, which too often introduced to nothing, or, at best, a nibbling at the edges of Cæsar or Virgil, with grateful acceptance of author's liberal aids, but with little appreciation of the spirit of the author or comprehension of the language; *out of school*, sensational novels of the lowest class devoured—wonderful ten cent publications with covers highly emblematic of the trash within. This mockery of education has been summarily disposed of. Under the better system which we have obtained at last, the minds of our youth will be guided to a higher literature and a purer taste. No doubt a good deal of special care and effort in this department will be required of our High School-Masters, the more so as we stand much in need of School Editions of English Classics, annotated as we have the Ancient Classics, and with notes prepared, not only to answer the purpose of mere illustration, but with a view to the application of received laws and principles of criticism to the beauties or blemishes of the text. A word in passing may be bestowed on COMPARATIVE PHILOLOGY, which, though of recent origin, has occupied the minds of some of our best writers, and has already secured for itself a high place in the work of education. It will scarcely be possible to give full and systematic instruction in this subject, except to those candidates for honours at Matriculation, or to those who are seeking to qualify themselves for Teachers' Certificates, who will receive special attention outside the ordinary routine of school work. Still it is conceived that our High School Masters, who have bestowed attention on a study so peculiarly interesting, may find, at least, occasion now and then, to impart to the advanced pupils something of what is to be learnt from such writers as Latham, Max Müller, Farrar, and Trench. Much of valuable knowledge, throwing light not only on the structure of language, but on the history of our race, will be within the reach even of those pupils who are not to proceed beyond the vernacular, though those who take the classical course will enjoy an evident advantage.

PHYSICAL SCIENCE.

The prominence given to PHYSICAL SCIENCE, and the ample provision made for it in the English course is matter for special congratulation. It would be gratifying if, after the actual working of the programme for a time, it were found practicable to introduce more of Science than Natural History (Chemistry, for example), into the classical course. The Council of Public Instruction was no doubt anxious to sheer clear of the great practical evil of attempting too much, and it may well be that the powers of both masters and pupils would be overtasked by endeavouring to combine with the study of the Ancient Classics any larger quantum of Natural Science even in the "optional" form. If this be so, the necessity must be submitted to with regret. As to the effect of teaching Science in school, it is very encouraging to receive a report like the following of the great Classical School of Rugby—a report which rests upon the authority of a Committee, including amongst its members, Professor Huxley, Professor Tyndall, the Rev. F. D. Farrar, and others of note in the world of literature and science :—

"What are the general results of the introduction of scientific teaching in the opinion of the body of Masters! In brief it is this, that the school as a whole is the better for it, and that the scholarship is not worse. The number of boys whose industry and attention are not caught by any school study is decidedly less; there is more respect for work and for abilities in the different fields now open to a boy; and though pursued often with great vigour, and sometimes with great success, by boys distinguished in Classics, it is not found to interfere with their proficiency in Classics, nor are there any symptoms of overwork in the school. This is the testimony of the classical masters, by no means specially favourable to science, who are in a position which enables them to judge. To many who have left Rugby with but little knowledge and little love of knowledge, to show as the results of their two or three years in our middle school, the introduction of science into our

course has been the greatest possible gain ; and others who have left from the upper part of the school, without hope of distinguishing themselves in Classics or Mathematics, have adopted Science as their study at the Universities. It is believed that no master in Rugby School would wish to give up Science and recur to the old curriculum."

CONCLUDING REMARKS. ERRORS OF THE OLD SYSTEM. TRUE VALUE OF CLASSICAL STUDY.

You have good cause for saying, Reverend Sir, that "the School Act of 1871 has laid the foundation of a new era in the Public School education of our country." That new era has opened upon us with the most favourable auspices. Not only have the errors of the past been rectified ; not only has a new system been constructed on sounder principles ; there is, besides, the general prevalence of more correct views on education to guarantee to that system a fair trial, and to encourage the men whose special duty it will be to carry it out. Except in very few minds, which still cling to the old routine, prejudice has been dispelled, and a light has dawned which could no longer be resisted, since the failure of the system built on the blind worship of the Classics has been so notorious and so complete, that scarcely a single voice is raised to defend it. There is many a man of my own day who will remember how the case stood in school some thirty years ago, when Latin and Greek bore absolute sway ; when Mathematics, indeed, but Mathematics alone were permitted to move along with them, *pari passu* ; when Science was imparted in homœopathic proportions, whilst Mythology was administered in the strongest doses ; when Philology, which forms a study so valuable and so attractive now, was unknown ; when the boy had to work so hard at dead languages that he could only manage at best to catch in passing a few faint glimpses of that region of surpassing beauty, the structure and literature of his own living Mother-tongue.

It was deemed a hopeless quest then to seek respectable scholarship outside the charmed circle of classic lore ; nay, it was almost held a sort of heresy to doubt that the agonies of *Onæ genus*, *As in præsentis*, and the rest, (and what agonies they were many a luckless youth could tell!) were indispensable to literary parturition,—versifying in those days was carried on with as much vigour as though the highest aim that could be offered to a boy's ambition was to become a Latin poet. But the worst feature of all was the accumulation of lumber on the brain in the shape of "fables and endless genealogies" of Heathen Mythology—the feats of memory accomplished in this line being at times prodigious. Every facility was afforded for indoctrinating the young mind in everything that concerned the "impure rabble of the Heathen Baalim." It is true, the worst of the strange stories clustering round Olympus were not detailed in the class-room, but then the subject itself was made so much of, and the book that formed the repository of much treasure, the schoolboy's *vade mecum*—Lempriere's Classical Dictionary, was so constantly in request, that it was too much to expect that the young student should take from it only the comparatively harmless, and shun that which it was taint to touch ; and so a prurient curiosity was too easily excited by glimpses of scenes which ought to have been religiously kept back from the young mind which soon learned to search for legends not all like that of Eros and Psyche, with its deep and sweet lesson of the soul's passage through earthly passion and misfortune to celestial felicity. When from the mass of Heathen fable laboriously committed to memory in schools in bygone days we deduct just what is required to illustrate the text that is being read, there still remains a large amount worthless, or nearly so, for the purpose of true education. This has been happily swept away and so necessary does that cleansing of the educational temple seem to us now, that we can only contemplate with simple amazement the fact, that so much time could ever have been given to such a subject, when in history and science and language we find that a lifetime is all too short to occupy the mind with what is instructive and improving, fresh and pure, beautiful and true, with better conceptions of what education is,—with a deep impression that it means a real quickening of the minds of the people. The generations to come are not at all likely to repeat the blunder of their forefathers. There is but little danger of Sapphics ever again driving out Science, or of legend monopolizing what is due to language. There is danger, however, on the other hand, that public opinion may be carried

too far by the strong impulse which is now acting upon it and that Science,—so to speak—may be made to avenge herself on the Ancient Classics for the wrong they have done her.

The present Bishop of Manchester tells us that, whilst engaged in looking into the School System of the United States, he frequently heard the complaint, and that from some of the best educationists in the country, that the physical sciences were crowding out not only the Greek and Latin Classics, but even Mathematics and English Literature. The protection of the last two subjects of study was wholly in the hands of our authorities, and they have extended full protection to them in the Programme they have issued. In regard to the study of the Classics, it was not within their power to do so much; they have set forth a Classical Course, but, it will depend upon the temper of the public mind whether many or few embrace it. Let us hope that our good Classical Schools which shall do real work will be well supported, and that the Classics properly studied will not be allowed to fall into a disrepute which they by no means deserve. We may have erred in the past, in oppressing the memory with a mass of worthless fiction; we may have made a mistake in bestowing so large an amount of time on the vehement effort to rival Horatian Alcaics, when matters far more serious were crying aloud to us from the corners of the streets; but we can make no mistake in assuring ourselves that to the young student a mine of rich treasure has been presented when the literature of the old Greeks and Romans is really thrown open to him; that he has realized a positive gain of no small value when he has truly mastered an Oration of Cicero, a book of the *Æneid*, or the Odes of Horace; and that his mind has been most certainly brought into invigorating contact with influences which deserve to be called, in the highest sense, Education; when it has learned to enjoy the world of beauty spread before it in the lofty thought, and the noble diction of the Grecian Drama. Education, like wisdom, “is justified of all her children; and in her family, where there is no sacrifice of practical fitness to favourite theory, there is no antagonism either.

I have the honour to be,

Reverend Sir,

Your obedient servant,

J. G. D. MACKENZIE.

The Reverend EGERTON RYERSON, D.D., L.L.D.,
Chief Superintendent of Education for the
Province of Ontario.

APPENDIX B.*

EXTRACTS FROM REPORTS OF COUNTY LOCAL SUPERINTENDENTS OF COMMON SCHOOLS
(NOW INSPECTORS), RELATIVE TO THE STATE AND PROGRESS OF EDUCATION IN
THEIR RESPECTIVE COUNTIES, &C., FOR THE YEAR 1870.

COUNTY OF HASTINGS.

T. S. Agar, Esquire, North Hastings.—Under the head of *Improvement in the Schools*, I purpose briefly reviewing the progress of the teachers as well as pupils. To do so justly, I must contrast the past with the present state of both of them. The teacher of the past (and but comparatively recent date) had, in the rear townships, but few regularly trained teachers to instruct or guide him in his duty; few whose example he could follow, who had been trained and educated for the business. Now there are many teachers in the riding thoroughly trained for the business, whose example and influence are exerting great and beneficial effects upon pupils and teachers. The cleanliness of the School-house, the easily maintained discipline of the pupils, the evident pleasure with which they take their places in the classes for examination, render the duty of examiner, whether Superintendent or teacher, a pleasure,

* The extracts from Superintendents of individual townships are omitted this year.

and are the best evidences of a teacher's training and of the pupil's progress. Short lessons, thoroughly learned and understood, are the general rule. The progress, though apparently slow, is, in truth, rapid. The pupil becomes confident, reliant on his teacher and on himself, and in fact they stimulate each other to continued exertions. Ten years hence, when this present School generation shall have taken their places in the County, a well-informed population will doubtless exert a powerful influence on its future.

School Section Libraries. To feed and keep alive the love of good books, in order that we may widen and build upon the foundation laid in the Schools, I look upon these libraries as most important accessories. Within the section, books from the library are always obtainable by some of the family, in township libraries they are not so; on the contrary, they are to the majority of the inhabitants difficult to obtain; the time required, the distance to travel, being so many obstacles to overcome, and, in certain seasons, very serious ones. To render School Section Libraries more general, and therefore more extensively beneficial, I think something like the following plan might be adopted. Let these adjoining Sections unite for library purposes. Let each Section purchase the same amount of books, but neither of them the same books. At the expiration of the first year, let School Section No. 1 pass their library to School Section No. 2, that Section to No. 3, and No. 3 to No. 1; at the end of the second year another change of books to take place, and by the end of the third year, the three Sections will have completed the reading of the three sets of books, without any cost but that of the first purchase; when the same method can be again pursued by purchase, &c.

Public School Examinations.—I held one public Township Examination in Marmora. The prize books were purchased by a donation of \$10.00 from Mr. Chisholm, of Marmora, and a like donation from the Town Council of that township. Twelve of the prize books were competed for at the township examination, the balance of them were divided among the other Schools, and were subsequently competed for at the several Sectional Schools. The prize books were well selected by the Department, and gave, as they have in the very many cases coming under my notice, general satisfaction. In addition to this township examination, I held a public examination at each School in the Riding. To do this successfully, I addressed a letter to each teacher, giving the date and hour of my attendance, requesting the examination to be made as public as possible, and urging the teachers to attend each other's School examination. These examinations were very satisfactory. I left the management of them in the hands of the teacher of the section, in order that the parents, visiting teachers and others might have an opportunity of witnessing the system upon which the School was conducted. At the conclusion of each examination I delivered a short lecture, and was generally followed by addresses from teachers, trustees, and friends of education. These examinations also afforded me an opportunity of addressing and conversing with the inhabitants of the several sections, and urging upon them any improvements I thought needful in the School-house, or the purchase of maps, apparatus, &c.

New School Houses. This work is steadily going on. Every year brings with it the erection of a stone, brick, or frame School-house, in two or more of the townships. In a few years hence, the old log School-house will have disappeared, yet doubtless held in dear remembrance by those educated in them.

COUNTY OF DURHAM.

John I. Tilley, Esquire, County of Durham.—I cannot indulge in that spirit of complaint against trustees and people on account of lack of interest in School matters, which seems so chronic in the reports of many superintendents. Our Schools have worked very harmoniously during the past year; and it certainly speaks well for the practicability of our School system, and for the faithful manner in which the School officers of each section have discharged their duties, when it can be said, that, during the past three years, not a single case of arbitration or litigation has occurred in the County, and that only one complaint has been made to the superintendent to set aside the action of the trustees. Most of our Schools have been supplied with very good teachers; but, unfortunately, there are some sections too small to pay sufficient salaries to enable them to compete with their more wealthy neighbours, and they must of necessity be content with cheap teachers, and inferior teaching. I trust that

the 16th clause of the new School Act may have the desired effect in mitigating the evil which weighs so heavily upon small sections. There is a laudable desire on the part of trustees to obtain and retain good teachers, and of good experience. As a proof of this, the salaries of many teachers have been raised at least ten per cent., and the number of teachers who changed schools at the end of the year was 13 less than it was in the preceding year. This I regard as a great improvement, and if the efforts put forth in the new School Act, to build up and retain a class of permanent teachers among us, by removing the objectionable features in the system of County Boards, furnishing residences in rural sections, &c., have the desired effect, it will be one of the greatest blessings that can be conferred upon our School system. The Schools in our County are making very decided improvement in the subject of intelligent reading. The system of explaining in familiar terms the principal words in every lesson, by the teacher, and of requiring the pupils to retain the information imparted to them, is carried out in every School. This practice, with frequent reading by the teacher, and explanation on the important points in a sentence, to be brought out, is accomplishing a great deal in making a class of expressive readers in our Schools, even in the first and second books. The chief drawback is, that many teachers themselves have but a poor idea of what constitutes good reading. The old system of learning to spell by conning line after line is nearly obsolete among us; the national Model School system of copying daily a portion of the reading lesson by the smaller pupils, and of dictation by the larger ones, is taking its place in all our Schools with gratifying results. The subject of Physical Geography is well taught. The Schools with very few exceptions are well supplied with maps, which are not allowed to hang as mere ornaments on the walls. Several sections obtained a fresh supply last year, and let me here remark that I have never heard the least complaint mentioned against the maps furnished by the Department; they have always been promptly obtained, and in good condition. The subject of grammar has suffered somewhat by changing text books. The pupils have not been promptly supplied with new books, and a serious obstacle has thus been thrown in the way of the teacher. Both books of the authorized edition are now pretty generally introduced, and I hope to see the standard rise. Davies' smaller grammar is a general favourite, but the same cannot be said of Smith's arithmetic. I have notified the people through the press, of the clause relating to compulsory attendance, and have urged trustees to warn those who are not carrying out its requirements; if this be done, the attendance for the future will show a marked increase. Arrangements have been made to organize a Teachers' Association in each of the ridings of the County, and I hope to be able at the end of the year to report two flourishing associations.

COUNTY OF PETERBOROUGH.

James Stratton, Esquire, Ashphodel.—I have found it difficult to obtain correct and full financial statements from the Boards of Trustees in the new settlements. This, I believe, arises in part from the fact that the men are engaged in the woods in the winter, and find but very little time to attend to their School affairs till spring, when they return home again. But another evil is, that for these poor "back" sections the trustees have great difficulty in procuring suitable teachers. Teachers do not like to go back into the woods fifty or even seventy miles for the small salaries that are offered, and the result is, that in backwood settlements, even the teachers pay but little attention to furnishing full statements of matters connected with their Schools, and to enforce it, under existing circumstances, would, very often, deprive some sections of teachers. We trust, however, to be able to educate teachers to take some little pride in sending in proper reports. The Townships of Burleigh, Anstruther, Chandos, and Cardiff are comparatively new settlements, and the Schools are necessarily far apart. The isolated nature of the different small settlements, makes it more burdensome to support the Schools. This may be expected, too, for some time yet. The people are making every reasonable effort to keep their Schools open, but the large extent of patented lands in those townships, makes it more burdensome, as the Government lands are not taxed. Your favourable attention is called to this fact, so that a little aid may be granted to those requiring it. There are two Schools in Methuen, that will re.

quire aid for many years. The settlements are very small, not more than *eight* or *ten* families in each. They are surrounded by Government lands—they will never be settled for farming purposes. The few, who are in, have difficulty in maintaining a School for even a portion of the year. The continuance of annual grants from the Poor School Fund is almost an absolute necessity, in order to enable them to afford their children a very limited education. Section No. 7, Belmont, is very little better off. The remaining sections of Belmont are able to support their own Schools, and during the last few years, a very fair class of teachers have been employed. In Asphodel, Otonabee, Smith, and North Monaghan, the people are able to support good Schools, and express their willingness to fairly remunerate good teachers, but other professions, offering greater inducements, lure away some of our most successful teachers. An evil in the old settled townships is forming small sections, which tends to engage a class of teachers, not well calculated to advance educational interests, but the smallness of the section limits the salary, and compels the trustees to engage such teachers as are willing to accept what they offer. Trustees are inclined to improve their School buildings, as the old ones show signs of decay, and the old townships can now boast of several very commodious brick School-houses. Section No. 13, Otonabee, can boast of a very neat new brick School-house. The trustees of No. 10., Otonabee, have let the contract for a new brick School-house, and others are contemplated ere long, so that School buildings are in full keeping with the progress of the country, with the exception of one or two dilapidated old log houses, which must soon give way to something better. The trustees of No. 3 Section, North Monaghan, erected a very fine brick School-house during the year. In this township, there are now three good School-houses. The Schools in Smith are in a very healthy state, efficient teachers are generally employed and fair salaries given. There is also a spirit of emulation among the teachers, that tends to keep up the status of the Schools, and to give energy to the teachers. In the small township of Ennismore, there are just three Schools. A superior class of teachers have been employed during the past three years, and under their training there is a very marked improvement in School matters. Formerly, penmanship and arithmetic were the only branches taught in these Schools, but with the introduction of a better system of teaching, we find a marked improvement in reading and other branches. In all the Schools, geography, history and English grammar are now taught. The history generally is British and Canadian. In the Township of Harvey, some of the difficulties attendant on newly settled townships exist, but, with one exception, the Schools are favourably conducted, and an earnest effort is made to maintain them. Douro is also keeping pace in School matters, with the progress of the County. Exception in Union Section No. 9, in which a new School-house is very much needed. The building now used as a School-house is unfit for occupation. I made an effort to get the people together to incite them to erect a new building, but they refused to do anything, lest the agitation should lead to a change of site. They cannot long remain as they are. I am glad to be able to report progress in School matters in this County generally, with the exception of a few sections labouring under disadvantages of position. Four years ago the standard of qualification for teachers was raised, and I am pleased to be able to report that the different Boards have worked cordially with me in endeavouring to maintain the position I then assumed. An attempt was made to establish a County Teachers' Association, but it was not as successful as its promoters could have desired. This was due, in part, to the size of the County, and the absence of remuneration to teachers to enable them to bear the extra expense of a few days at a Convention. I am persuaded that one week spent in Convention every year, where the most approved systems of teaching could be elucidated, and the different methods used in the County reduced to more uniformity, would do much for those teachers who have not the most favourable opportunities for self-training, or yet of attending any training institution. It would create a deeper interest in School matters, and in the work of their profession. There is a growing tendency to employ female teachers, because they can be obtained at lower salaries than male teachers can be. This is so, especially in the new townships. If this state of things continues, it will necessitate the same training for female teachers as for males, and the same standard in examination, and hence our training institutions should be prepared to take this into consideration. The "visiting" days allowed to teachers are

not always wisely spent. The necessity of reporting to the Local Superintendent on the state of the School visited, would tend to remedy the abuse of this wisely designed privilege. I am, however, persuaded, that if they were taken to visit the Schools, when the Superintendent would be present, that it would also tend to remove the abuse, and would perhaps otherwise do good to all concerned. The provisions of the new School Act will enable Inspectors to watch more closely the progress of our educational system. Ontario is highly favoured in having the best educational system on this continent, perhaps in the world, and, while some have blamed, many have praised your efforts and labours, and the course has been progressive. That Canada should be acknowledged as taking the lead in providing a good education for every child in the land, throws a halo of honour around the Chief Superintendent of Education, that future history shall brighten, notwithstanding the defects that some see in our youthful efforts and nation. Year after year will reveal the wisdom that designed our system, and with continued wise oversight, to detect and improve defects, Ontario shall be the leader for a long time to come in Common School education, if not also in affording the most liberal education for which a people could wish.

COUNTY OF PRINCE EDWARD.

G. D. Platt, Esquire, County of Prince Edward.—Perhaps the greatest cause of non-attendance is to be found in the inconvenience arising from distance. Our County is so irregularly shaped, with its numerous points and bays, that many School sections necessarily partake of the same irregularity of form. Besides this, in many cases the School-house is not situated in the centre of the section, thus greatly increasing the inconvenience of some. The grievance is very difficult to remedy. In addition, we have to complain, somewhat, of the usual causes of non-attendance on the part of those children living within reach of the School. Prizes were awarded in several Schools without any appreciable injury to the pupils. Where the amount appropriated to the purpose was less than five dollars, the books, &c., were procured of local dealers on very favourable terms. But, of course, the purchases from the Education Depository have invariably given the fullest satisfaction, both as respects quality and price. In several instances, I have witnessed the special commendations of trustees and teachers of the manner in which their orders had been filled by the Department. While on this point, I would like to add an instance shewing the importance of the services rendered the country by the Depository. Nearly two years ago, several Schools in this County were supplied by their trustees with a map, purporting to be that of the "United States Continent in 1900," prepared by Lloyd of New York, and sold at \$3.50. In less than a year after having been placed in the Schools, most of these maps were considerably defaced, and some completely riddled by pointer holes. With a glossy and highly-coloured surface, they were well calculated to please the eye; but without the usual cloth backs, they proved a very poor investment, to say nothing of the violence done to Canadian patriotism, by giving them a place in the Schools. I consider the Depository a most necessary institution, contributing in no small degree to the efficiency of our educational system. Several Schools have procured maps and apparatus during the year; but little, I regret to say, has been done in the way of libraries. A few sections have devoted to this purpose the proceeds of a series of penny readings held during the winter months. As regards the general condition of the Schools in this County during the past year, I think I am warranted in making a favourable report. In many respects there are cheering signs of progress. Good teachers are being better appreciated in many sections. The average salary of male teachers for the year is \$315, against \$295 in '69. Average for female teachers, \$177. Not only in selecting the best available teachers, but also in retaining them as long as possible, do many localities give evidence of the soundness of their views on education; yet, while a majority of our trustees are opposed to frequent changes, we still have too many who adhere to the old system of employing a male teacher during the winter, and a female in the summer. I need not say that this is sufficient to account for the backwardness and inefficiency of so many Schools. I trust the evil is being gradually remedied. Several new School-houses, nearly all of brick, and some of them of a very superior character, were built during the year. Many trustees display commendable

pride in the appearance and arrangement of their School-houses, and I have invariably observed that their erection has called for increased interest and zeal from the people of the respective localities. On the part of the teachers of this County, I have to report very gratifying advancement. Very few of them are contented to plod on in the old manner, unmindful of the great responsibilities of their profession, and careless of self-improvement. The existence of our flourishing Teachers' Association has awakened a desire for inquiry and progress in the minds of the teachers, as evinced by the attendance at the last session of the Normal School of no fewer than ten young men from Prince Edward. The teachers' professional library is also well appreciated and very useful. In addition, the association purchased a magic lantern with suitable views, at a cost of \$60, partly defrayed by pupils. During the past fall and winter, exhibitions were given in the different Schools throughout the County, and were occasions of considerable interest and instruction. I need hardly say that we still have some difficulties and discouragements confronting us as barriers in the path of progress; but, aided by the wise provisions of the School Act lately passed, and the general growth of intelligence and enterprise in our rising County, we ardently expect prosperity in the future.

COUNTY OF BRUCE.

Rev. John Ferguson, B. A., Bruce, Huron, &c.—The four townships under my superintendence are comparatively new—the erection of School-houses in most of the sections dating no further back than the years 1856 and '57. The newness and remoteness at this time of considerable portions of these townships, must be considered as affecting, to a very considerable extent, the progress of the Common Schools from year to year, as regards the efficiency of the teachers, the attendance of pupils, the character of the School buildings, and their equipment. For instance, in two of the townships a larger proportion appears of teachers holding certificates of a lower grade, poor School buildings, pupils attending the Schools without a proper and sufficient supply of school-books, than in the other townships belonging to this district. These deficiencies are not, however, I think, to be attributed to a greater lack of interest and zeal on the part of the settlers in these townships, in the benefit to be derived from the instruction given, in the Common Schools of the townships, or to any prejudices against the Schools, but to the comparative remoteness of parts of the townships, their newness, and the (at present) inability of the ratepayers to give higher salaries to the teachers, and to erect School-houses with suitable accommodations. In the reports of each of the Local Superintendents, a certain number appear representing those of School age, yet do not, from some cause or other, attend the Schools in their respective sections. I am, however, inclined to think that the actual number of children not in attendance upon any School is very small, and that such non-attendance, in but very few cases, proceeds from real indifference on the part of parents and guardians to the priceless benefits conferred by a good Common School education. In almost all cases, from actual observation, I believe that such non-attendance proceeds from drawbacks incidental to the newer parts of the country. In Bruce, Kinloss and Huron, but few of the railroads, along which the children living at the extreme ends of the section require to travel, have been opened up, and thus, at certain seasons of the year, the Schools are practically out of reach of a certain number of children of a School age in the section. In the township of Kincardine, this disadvantage in a considerable number of the sections has been got over by the adoption of what is called the line School system.

COUNTY OF KENT.

Edmund B. Harrison, Esquire, County of Kent.—I am sorry to report the destruction of three School-houses by fire. Two are supposed to be the work of incendiaries. Some of the Schools are very much crowded in consequence of an increase in the attendance of pupils. It is to be regretted that "adequate accommodation" is left to the discretion of trustees. Except in the Separate Schools no regular denominational instruction has been given in the Schools that I am aware of. Beyond opening and closing the School with the reading of the Scriptures and with prayer, the regulations in regard to religious

instruction are not observed. The only way in which religious instruction can be systematically given to the Common School children, must be through the medium of Sabbath Schools. More confidence is felt by trustees in procuring prize books from the Department. The examination papers of our County Board are printed. Copies of them are forwarded to show that the revised programme of studies is observed. A committee preparing these papers for the future will release the County Board from a very onerous duty, save time, make the teacher's office more permanent, and produce a higher standard and greater uniformity in the Common Schools.

COUNTY OF WELLINGTON.

A. D. Fordyce, Esquire, Amaranth.—There were a few Schools, as you will see, closed for one-half of the year, but only where, if not positive, there was some ostensible grounds made to appear for a practice, which is confessedly a bad one in more points of view than one. The salaries given to the teachers, I am glad to see, compare favourably with the preceding year, showing a rise in *seven* out of the ten townships under my charge. Some good changes were made in filling up the Schools—in other cases the reverse has been apparent. The Board of Public Instruction have been stricter, and the great number in the field when any situation is vacant shows the necessity; and there is far too great a desire to engage in the work, without that thoroughness in preparation for it, that is really essential to success. Some sections, I believe, will not allow their wretchedly poor School-houses to keep their ground much longer. A contract has been entered into for erecting a stone School-house in Section No. 3, Garafaxa West. In Section No. 8, Arthur, at the annual meeting, it was resolved to levy a certain sum towards the erection of a new School-house; and in Section No. 11, East Garafaxa, a new site has been procured, and previous obstacles have, I think, given way. These are three of the very worst, and during the last season, such another in Section No. 3, Arthur, has been replaced by a good brick building. In fact, the past year has, in this respect, been encouraging. During the past year, 26 of the teachers have availed themselves of the visiting days or part of them—six taking the whole during one or both of the half-years. In this way, 71 days really were, I have no doubt, used to good purpose by several teachers. Regarding text books, the new Canadian series of readers is almost universally employed now. In fact, the only exception I know of, is the old Fifth Book which is used for its lessons on Ancient History. Even in the Separate Schools, the new Canadian Series, is to be found along with the books of the Christian Brothers. There is an exceptional unauthorized Reader you may observe, called the “Metropolitan,” which has been introduced some years ago into a Separate School by the teacher. I shall insist on Smith and McMurphy's Arithmetic superseding Sangster's elementary at once; and, in the same way, Davies' taking the place of Lennie's Grammar, as the latter appears to be unauthorized now, although it is a point very hard to get generally understood. Collier's British History is working its way in, but I do not know that I am required to forbid the use of Edward's summary, where a more expensive work is unattainable. There are a few works used only by advanced scholars, which are unauthorized, such as Fulton and Eastman's Book-keeping, which it may not be altogether practicable to supersede at once; but I trust it will be unnecessary in any case to have recourse to the unpleasant alternative of withholding the share of the School Fund for disregard of instructions. I can only add that I am glad to find that more of our young teachers than in by-gone years are going to the Normal School, after having been engaged for a few years in small country Schools, and that, so far as this year's experience goes, there appears to be a greater desire to obtain teachers who have studied there.

DISTRICT OF ALGOMA.

Trustees of Wellington Mines.—You will observe that the total number of pupils attending the Schools during the year amounted to 229, being less by 57 than the attendance of 1869. This has been caused partly by the indifference towards education displayed by some of the parents and guardians. We are, however, happy to state that the progress made by the pupils in the various branches compares favourably with other

years. We have managed during the past year to pay off all the debt on the School. This prosperous state of affairs has been effected by private subscriptions, and the very liberal Government grant.

COUNTY OF ESSEX.

Théodule Girardot, Esquire, Sandwich.—There has been a visible improvement in the schools in this township during the past year. The teachers faithfully do their duty, and some schools are in a very prosperous condition. The free school system is adopted since many years all over the township. The cause of non-attendance may be attributed to indifference on the part of parents. Prizes have been distributed, with good result, in most of the schools. The general regulations, with regard to religious instruction, are followed. The revised programme for County Board Examinations is observed; the questions are printed and answered in writing; the standard of the candidates for certificates is very fair. The School No. 2 was not opened the first part of the year, on account of the building of a fine and substantial school-house, which is a great credit to that section. The schools, with but two or three exceptions, are provided with maps. In six schools, the pupils being French, that language is taught with the English.

James Bell, Esquire, Township of Colchester.—Two or three teachers within the last year, by earnest and well-directed labour, have brought up the schools under their charge to something better than the condition in which they found them at the beginning of the year. The teachers I refer to are females. I think, in this County at least, the work of school teaching is gradually tending to fall into the hands of females. I, for one, do not regret that this is the case. During nine years, I have found teaching in this township to be done fully as well by women as by men. The Provincial Board have conferred a rich boon in introducing the new reading books into the Common Schools. I was surprised to see a communication in one of the newspapers, containing the strange assertion that the new books were not equal to the old Irish series, because, forsooth! there is no subject treated in them systematically. Thanks to the growing intelligence of the age in educational matters, the time is nearly past for feeding the natural curiosity of children with the dry bones of the “—ologies.” A better idea is suggested by the heading of one of the columns of this report.

APPENDIX C.

CIRCULAR FROM THE CHIEF SUPERINTENDENT TO THE INSPECTORS OF PUBLIC SCHOOLS IN THE PROVINCE OF ONTARIO.

EDUCATION OFFICE, TORONTO, 26th June, 1871.

SIR,—The School Act of 1871 has laid the foundation of a new era in the public school education of our country. This Act has remedied the most serious defects which experience had found in preceding School Acts; it has made the teaching of children and youth a PROFESSION, and confided to the highest class of public school teachers only the application of the school law and the oversight of the schools. It has made the schools entirely FREE in all the townships of the land; and it requires suitable school accommodation to be provided for all children of school age (that is, from 5 to 21 years), and secures to every child the *right* of, at least, four months' school instruction per annum from seven to twelve years of age inclusive. It enables County Councils to discharge their important duties much more efficiently and conveniently than heretofore, and gives a value and permanence to Teachers' Certificates of Qualifications which they never before possessed. It provides for a uniform and adequate standard of teachers' qualifications throughout the land, and requires the teaching of those subjects which are a requisite preparation for the agricultural, mechanical and manufacturing pursuits of the country. It provides, for the accomplishment of these objects by an agency which we have never yet had except in solitary instances, but without which no system of education can be made efficient; namely competent Inspectors of Schools, duly compensated.

2. Efforts have hitherto been directed to organize the machinery of the school system, and to provide the apparatus necessary to render it effective; and most nobly have the people of the country co-operated and done their part in bringing the whole system into efficient operation. But as long as the inspection of the schools was in the hands of men who were not paid or expected to devote their studies and time to the duties of their office, and who, for the most part, were not practical teachers, and who formed their standard of good schools and good teaching from what existed twenty or thirty years ago, and not from what the best schools have been made, and the improved methods of school organization, teaching and discipline which have been introduced during the present age, we could not expect any considerable improvement in the internal state and character of the schools, except from the improved character of the teachers and in instances where regularly trained teachers, or teachers who have kept pace with the progress of the times, have been employed; and even they have been able to do little in comparison of what they might have done, had their hands been strengthened and their hearts encouraged by the example, counsel and influence of thoroughly competent Inspectors.

3. It is but just and right, not to say patriotic, that the people should receive full value, in the practical character and efficiency of the public schools, in return for their sacrifices in establishing and maintaining the schools. I cannot, therefore, impress upon you too strongly the importance of your office, and the reasonable expectations of the country as to its usefulness. The law has prescribed your general duties; but the law has imposed upon me the duty of giving instructions as to the manner in which you should discharge your duties, and has enjoined upon each Inspector the observance of those instructions.

4. Your first duty will naturally be to make yourself familiar not only with the provisions of the School Law, but with the programme of studies and the regulations which the Council of Public Instruction have, after long and careful consideration, adopted to give effect to the new School Act, and which are sent herewith. They will be published in the JOURNAL OF EDUCATION for June.

5. In the programme of studies, the subjects essential to a good public school education are prescribed and classified, as also the number of hours per week of teaching each subject; but the mode or modes of teaching and illustrating the several subjects specified in order, is left to the independent exercise of the genius and talents of each teacher. In preparing this programme, the Reports of the latest Royal Commissioners in England on Popular Education, and the opinions of the most experienced educationists, have been consulted. It will be seen from the number and order of the subjects, and the time prescribed per week for teaching each of them, that the first years of common school studies are almost entirely devoted to teaching the three primary and fundamental subjects of a good education—reading, writing, and arithmetic, including only such other subjects and to such a degree, as to relieve the pupils from the tedium of the more severe and least attractive studies, and develop their faculties of observation and taste for knowledge, as suggested by the largest experience of the most advanced educators. The subjects of the programme are limited in both number and range to what is considered essential, and to what experience has proved can be thoroughly mastered by pupils of ordinary capacity and diligence within thirteen years of age. The thorough teaching of a few subjects, within practical limits, will do more for intellectual development, and for the purposes of practical life, than the skimming over a wide range of topics. The subjects of Natural Science required by the thirteenth section of the new School Act to be taught in the schools, and provided for in the programme, are such, and are prescribed to such an extent only, as is absolutely necessary for the advancement of the country,—in agriculture, in the mechanical arts, and manufactures, apart from science and literature. And when the cheap and excellent text-books prescribed are examined in connexion with the subjects specified, it will be found that nothing has been introduced which is impracticable, or for mere show, but everything for practical use, and that which admits of easy accomplishment.

6. The regulations specify not merely the duties of trustees, parents, teachers, and pupils in respect to the schools, but also the mode of visiting and inspecting them, which, I doubt not, will receive your careful and practical attention.

7. Your immediate duty, on entering into office, will be to receive the copies of official correspondence and all other official papers from your predecessor or predecessors in

office, as the eleventh clause of the ninety-first section of the Consolidated School Act requires each Local Superintendent, "on retiring from office to deliver over copies of his official correspondence and all such papers in his custody, to the order of the County Council." As the apportionments can not be made before the 1st of July, it will be *your* duty to make them, and to make them according to average attendance, authenticated as by the returns which may be placed in your hands, and according to the directions to Local Superintendents which are printed on the back of those returns. There may be delay in some instances arising from change of Inspectors of the Schools; but the inconvenience of such delay cannot occur again, and cannot extend over two or three weeks.

8. Your second, but most important, duty will be the Examination of Teachers for Certificates of Qualification.* Hitherto, each County Board has consisted of a considerable number of members, most of whom, and in some instances, all of whom, have had no experience as teachers; each Board has appointed the time as well as place of its own meeting, has prepared its own examination papers for three classes of teachers, and has then given certificates according to its discretion, both as to class and duration. Under the new Act, each Board of Examiners consists of not more than five members who have had experience in teaching, and is under the direction of the County Inspector, who must be a First Class Teacher of the highest grade; and the meeting of each Board is appointed to be held the same day in every county and city in the Province. The examination papers for three classes of teachers are all prepared, and the value of each question, and the time allowed for examinations in each subject, determined by a committee of practical teachers, under the sanction of the Council of Public Instruction,—that committee consisting, at present, of Professor Young (late Grammar School Inspector), and the two Inspectors of High Schools. The examination papers for each county will be sent under seal to the County Inspector, which seal is not to be broken except in the presence of the candidates for examination on the day and at the hour appointed. The merits of the answers to the questions for second and third class certificates will be decided upon by each County Board of Examiners; but the answers to the questions for first class certificates will be transmitted to the Education Department at Toronto, to be decided upon by the Council of Public Instruction, on the Report of its Committee of Examiners. Special instructions will accompany the examination papers; but I may here remark that what have heretofore been termed "*Third Class County Board Certificates*," are not permitted by the provisions of the new Act, and that what are called, and provided for under the new Act, as *Third Class Certificates*, are quite equal, if not above what have heretofore been called *Second Class County Board Certificates*. They are available for three years, and throughout the county in which they are granted. No new candidate for teaching can receive a higher than a third class certificate at his first examination, or before the expiration of three years from that time, unless on the special recommendation of the Inspector for his attainments, ability, and skill in teaching. No teacher is eligible to become a candidate for a second class certificate, who does not produce testimonials of having taught successfully three years; but he may be eligible at a shorter period after having received his third class certificate, on the special recommendation of the County Inspector.

9. Second-class certificates, under the new Act, it should be observed, are of much more value, and should be of a higher character, than first-class Board certificates under former Acts, as the latter was limited to a county; and could be cancelled at the pleasure of the Board that granted it; but the former is a life license (during good behaviour), and is available to every part of the Province. Each County Inspector, and the other members of each County Board of Examiners must, therefore, be impressed with the duty of not granting a second-class certificate to any candidate without satisfactory proof that he or she is a *successful* teacher of three years' standing (except in the case above specified), and a clear conviction in their own minds, that such candidate is qualified to teach all the subjects of the Public School Programme. This is required, not only by the patriotic spirit of the law, and conformity to the objects and principles of the school system, but as an act of common justice to every ratepayer in the Province. The schools are made *free by law*; and every man in the country is taxed according to his property to support the public schools; and every taxpayer has a corresponding right to have his children educa-

* Regulations for the examinations will be sent to you before the 25th of July.

ted in the public schools in all the subjects of the public school programme of studies; and he is deprived of this right if a teacher is employed who cannot teach his children these subjects, as far as required. Whether, therefore, you grant many or few second-class provincial certificates, I trust you and your co-examiners will give no such certificate as a personal favour, but simply upon the ground of ability to render the public educational service to the country which the law contemplates, and which every ratepayer has a right to demand.

10. Should the question arise as to a possible scarcity of public school teachers under the new law, I answer, as experience has shown in this and other analogous cases, that, however high your standard of qualifications may be, a sufficient number of candidates will work up to it,—when the value and dignity of the employment are proportionably raised. But two other answers may be given to the question. *First*,—Each County Inspector can grant a temporary certificate (as each Local Superintendent has heretofore done) in any case of necessity; but he should not grant such certificate except in case of necessity, and upon examination, nor unless satisfied that the applicant can teach all the subjects required in the school section for which (and for which alone) such certificate is granted. *Secondly*,—The existing certificates of qualifications held by teachers are valid according to their terms, and will therefore still be available to their holders should they fail to obtain certificates of qualification under the new law. And should a candidate for a Second-class Provincial Certificate fail to obtain one at the first examination, he will be eligible (as he has successfully taught a public school three years) to “try again” at the next ensuing half-yearly examination.

11. The examination of candidates for second and third-class certificates is also to be attended by candidates for first-class certificates, and will require some five days—six hours each day, from nine till twelve, and from two till five. As soon as the answers of candidates to the examination papers on the first subject shall have been collected, the Inspector can appoint a sub-committee of his colleagues to examine them, while the candidates, under another sub-committee of examiners, are preparing their answers to the papers on the other subjects, and so on throughout the days of examination; so that (as in the recent examination of candidates in Toronto, for certificates of qualification for County Inspectorships by a committee of the Council of Public Instruction) the County Board of Examiners may finish their work of examining the answers of candidates, and awarding certificates, within a short time after the candidates shall have finished their answers. It is, perhaps, hardly necessary to remark that no candidate should be allowed more than the prescribed time before returning the examination papers with such answers as he may have been able to prepare. And should a candidate for a second-class certificate fail to obtain one, he may be awarded a third-class certificate, if deserving it, or fall back upon his old County Board unexpired certificate, if possessor of one.

12. In regard to the additional examination of candidates for first-class certificates (which will commence on Tuesday, the 1st of August), it will not be necessary for the other members of the County Board to remain for that, as you only have to preside, and unseal and distribute the examination papers, and collect them with the answers of candidates, at the appointed times, and then transmit the whole to the Education Department at Toronto. But the regulations as to the eligibility of candidates you must carefully observe. You will remember that no teacher is eligible to be a candidate for a First-Class Provincial Certificate who has not obtained a Second-Class Provincial Certificate. For this regulation, there are two reasons. *First*,—The new Act does not authorize or permit the Council of Public Instruction to grant any other than First-Class certificates. The twelfth clause of the Act says, “First-Class certificates of qualification shall be awarded by the Council of Public Instruction *only*, and second and third-class certificates by County and City Boards of Examiners *only*.” If a candidate for a First-Class Provincial Certificate should fail to obtain it, the Council of Public Instruction has no power to award him a Second-Class Provincial Certificate. *Secondly*,—the examination for a Second-Class Certificate assumes that the candidate has passed the examination for a Second-Class Certificate, the same as admission into the Military School, and examination for a First-Class Certificate, must be preceded by admission for, and the obtaining of a Second-Class Certificate.

13. It is also requisite that a candidate furnish satisfactory proof of having successfully taught school five years, in order to be eligible for examination for a First-Class Certificate—a preliminary condition first recommended by the Ontario Teachers' Association. It would be unjust to trustees, parents and youths, that any man should be sent forth with the authority and prestige of a public license for life as a first-class teacher without his having given full proof not only of his knowledge of all the subjects of the programme required to be taught in the public schools, but of his ability and skill to teach them. The County Board Examiners have, of course, no means of ascertaining the candidate's aptitude and skill as a teacher, except from the testimony of his having taught successfully during five years. As an equivalent for this in the case of Normal School candidates, there is their course of training under the instruction of able masters in all the subjects of their examination—including a course of lectures on school organization and teaching, observing and practising teaching in the Model School,—on an average from two to five sessions. The severe and protracted course of exercises and practice in regard to school teaching alone, apart from those on other subjects, must impress every thinking person with the immense advantage, as well as great expenditure of time and labour, in a Normal School training for the profession of teaching, such as is required for the profession of law or medicine, or the apprenticeship required to become an architect or carpenter.*

* The extent and nature of the "Special Preparations for Duties of Teachers," required in the Normal course of instruction, may be judged of by the following extract from my last annual report on the subject:

"It has already been pointed out that every lecture given in the Normal School is given in such a manner that, making the necessary allowance for difference of age and attainments, it may serve as a *model* of the manner in which the teacher may treat the same subject before a class of children. In addition to this, however, the students-in-training receive a thorough course of lectures on the science and art of teaching, and they spend a portion of each week in the Model School, where, under the supervision of skilled teachers, they are required to take charge of the various classes, and conduct the lessons so as to give practical effect to the instructions received in the Normal School.

"The lectures on education in the Normal School embrace the following course:—

"I. Art of teaching; characteristics of the successful teacher; qualification, manners, habits, temper, tone of mind, &c., &c.

"II. Modes of securing co-operation of pupils; how to secure attention; how to interest the class.

"III. Intellectual teaching—in what it consists; how secured.

"IV. Mode of giving questions; kinds of questions; purposes served by each kind; characteristics of good style of questioning.

"V. Mode of receiving answers, and of criticising them; requirements by way of answering.

"VI. Correction of errors; recapitulations, &c.

"VII. How to teach—(a) reading; (b) spelling; (c) arithmetic; (d) grammar; (e) composition; (f) writing; (g) history; (h) geography; (i) geometry; (j) algebra; (k) philosophy; (l) object lessons; (m) other subjects.

"VIII. Organization of schools; classification of pupils; monitor teachers—their use and abuse; school buildings and arrangements; school furniture and apparatus, &c., &c.

"IX. School management; time tables and limit tables; school rules; school register; roll book visitors' book; school discipline; rewards and punishments.

"X. Principles of mental and moral philosophy, as far as applicable to the elementary school-room; mental, moral and physical culture of childhood.

"XI. General principles of education.

"The above course embraces in all about seventy lectures, of one hour each.

"The students in attendance are divided into classes of about nine each, under the superintendence of a *leader*, whose duty it is to get the lessons assigned to his class, and distribute them, the day before they are to be taught, among the members thereof, so as to give them time for preparation. The classes go alternately to the Model School, each spending a complete day there in rotation. The class on duty in the Model School is subdivided in three sections, of three each, and these are detailed to the several divisions of the Model School. Thus every student knows the night previously what division he is to be attached to the following day,—what lessons he has to teach, and their exact limits. He is exempted that evening from all work for the Normal School, and is held responsible for the thorough preparation of his work for the Model School. Moreover, as no student is required to teach any subject, the *method* of teaching which has not already been discussed in his hearing, in the Normal School, it follows that the teaching at the commencement of the session mainly falls to those members of the class who have already passed one or more complete sessions in the institution—the new comers for the time being merely looking on and familiarizing themselves with the working of the school; towards the close of the term, however, the teaching in the Model School is mainly confined to the new comers. The results of each lesson given are entered in the 'Model School Training Register,' one page of which is assigned to each student-in-training, under the following heads: Order, attention, interest, style, progress, preparation, fluency, manner, energy, accuracy, watchfulness, mode of giving questions, mode of receiving answers, correction of errors, power of giving explanation, thoroughness, effectiveness; and the numbers are entered in the appropriate columns by the Model School teachers, from one, implying great excellence, to six, representing complete failure. The Training Registers are sent to the Head Master of the Normal School once a month, and such *private* commendation or admonition is by him awarded to the students-in-training as each case seems to merit. When the student indicates, by his course in the Model School, that he is not likely to make a useful teacher, he is recommended to withdraw.

"To supplement these training exercises, the students are, as often as practicable, divided into sections

14. But I do not think there will be many candidates for First Class Certificates at this first examination. I think that as the programme of for First Class Certificates cannot be mastered without much application and study, and is, in some respects new, most of the candidates for First Class Certificates will come up for Second Class Certificates at this July examination, and prepare themselves for the examination for First Class Certificates the first part of next January.

15. *Inspection of Schools.*—After completing the examinations of candidates for Teachers' Certificates (of which blank forms will be sent to you to fill up and sign), your next work will be to visit and inspect the schools. I have not (as authorized by law) prepared and issued all needful instructions on this and other duties of County Inspectors. I have preferred the adoption of the accompanying regulations on the subject by the Council of Public Instruction; and I need do little more than direct your attention to these comprehensive and minute regulations. There are, however, two or three matters connected with your inspection of the schools on which I think it advisable to remark. You will probably find more or less of the schools very imperfectly, or not at all, organized for the advantage of either the teacher or pupils. A newly appointed Inspector,—a first class teacher—one who had been trained at the Normal School, told me the other day that the last school he taught, and which he ceased teaching the day before he conversed with me, was in such a state when he took charge of it, that he requested the trustees to be present on the first day of his assuming charge of the school, and to witness the examination of the pupils with a view to their classification. It was found that some pupils had read as far as the fifth reader, and yet could not do a question in simple subtraction, and knew little of the books they had read. It, therefore, became necessary to put pupils back from the fifth to the third reader, and make other changes in their relative positions—changes which were at first displeasing to some parents and pupils, but in making which he was sustained by the trustees. The result was that, in the course of three months, all parties gratefully acknowledged the surprising improvement in the school, and now deeply regretted his retirement from it. I dare say you will find the necessity of a similar re-organization of some, if not many, of the schools under your inspection; and your first work will be to see that all the pupils are classified according to the programme of studies, which divides them into six classes, the time per week of each subject is prescribed in the Time and Limit Table which accompanies the programme of studies. It will be seen by this programme, I repeat, that, in the first three classes or years of study, the attention and time of the pupils will be chiefly occupied with the three fundamental subjects of reading, writing and arithmetic, and that the other elementary subjects of these three classes or years, are intended to develop the faculties of observation, to improve the mechanical skill in the use of the pen and pencil, to relieve attention from drier and harder studies, and thus facilitate the progress of the pupils in the primary and essential subjects of public school education.

16. Much time and labour will be required in this your first inspection of the schools. It might be well on your first visit to devote one whole day to the inspection of each school, and where practicable be at the school-house five or ten minutes before the opening of the school to see how the teachers bring in and seat their pupils. You could devote the forenoon to observing the manner in which the teacher proceeds in teaching and managing the school; during which time you could form a tolerable idea of the ability, skill and merits of the teacher, and the condition of his school. You could then devote the afternoon to examining and teaching the school yourself; to the classification of the pupils, if necessary, and then privately give such advice, and make such suggestions to the teacher as you might think expedient. I think this course of proceeding may be advantageously pursued by Inspectors generally; and in this way the Inspector may, to a certain extent, where necessary, become a normal instructor and helper of teachers, as well as overseer

—each of which is taught in some assigned subject—by the members thereof in succession, in presence of the Masters of the Normal School. At the close of each lesson the students are required to criticise the manner in which it was taught, and offer suggestions for improvement thereon, &c.

“At the close of the session, the mark awarded for aptitude to teach is determined, partly by the Model School Report (the blank form is given above), partly by the success and energy with which each student conducts the class recitation in presence of the Masters of the Normal School, and partly by the general character for ability and energy he has earned for himself during the term.”

and organizer of the schools,—rendering them vastly more valuable to the country than they have ever been.

17. The regulations are sufficiently explicit as to the matters of attention and inquiry in your inspection of the schools, and I hope as therein directed, you will not omit to note in a book to be kept for the purpose, a brief statement of the condition in which you find the school, proceedings and qualifications of the teacher, the modes of teaching, classification and government of the school, school premises and accommodations, &c., &c., and transmit the same, or a copy of it, to the Education Department on your completing the visitation of the schools. This has been done, not only by every Inspector in England, but by the Inspectors of our Grammar Schools from the beginning. This report is not for publication, but to enable the Education Department to know precisely the condition, defects and wants of the schools, and to suggest and adopt, as far as possible, the requisite means for their improvement. It is also desirable to know the real condition and character of the schools at the commencement of the new system of inspection and of the free school law, that their future progress may be duly noted and appreciated.

18. The provisions of the law in regard to your duties in investigating and deciding on matters of complaint and many other things are too plain to require any particular explanations from me. This Department will always answer any inquiries you may have to make, and aid you in every possible way in the performance of the duties of your responsible office.

19. Having finished my life's work in respect of school legislation, I may not have occasion to address you another circular on the subject of the school law; but I shall watch with the deepest interest the operations and results of these recent and important improvements in our school system.

I have the honour to be, Sir,
Your faithful servant,

(Signed) E. RYERSON.

TO THE INSPECTOR OF PUBLIC SCHOOLS.

EXTRACTS FROM THE GENERAL REGULATIONS FOR THE ORGANIZATION, GOVERNMENT, AND DISCIPLINE OF THE PUBLIC SCHOOLS OF ONTARIO.

Prescribed by the Council of Public Instruction.

CHAPTER V.—DUTIES OF PUBLIC SCHOOL INSPECTORS.

[NOTE.—No Public School Inspector shall, during his incumbency, hold the office of Head Master of a High School, or Master or Teacher of a Public School.]

1. The School Law requires each Inspector of Public Schools,—

“*To act in accordance with the Regulations and instructions provided for his guidance.*” He is also “subject to all the obligations conferred or imposed by law * * * according to said instructions, as may be given to him from time to time by the Chief Superintendent of Education.” He is further required,—

“To see that all the schools are managed and conducted according to law.”

2 *County and City Inspectors' Full Time to be Employed.*—Each County and City Inspector shall devote the whole of his time during the ordinary office hours, to the duties of his office, except during the school holidays and vacations.

3. *The City and Town Inspectors* shall perform such duties as devolve upon them by the School Law and these Regulations, with such additional duties as may be required of them by the Public School Boards, which appoint them. They shall visit the schools as often as directed by the Board, and, in their visitations, shall be governed by the following regulations (so far as they apply to city or town schools):—See regulations 9, 10 and 19 in this chapter. They shall also keep one or more regular office hours in each day, as fixed, by the Board of Trustees, of which public notice shall be given.

4. *Visitation of Schools.*—The County Inspector shall visit every public and separate school under his jurisdiction at least once during each half year. He shall devote, on an average, half a day to the examination of the classes and pupils in each school, and shall record the result of such examination in a book to be kept for that purpose. (See regulation 6 of this chapter.) He shall also make enquiry and examination, in such manner as he shall think proper, into all matters affecting the condition and operations of the school, the results of which he shall record in a book, and transmit it, or a copy thereof, annually, on completing his second half-yearly inspection, to the Education Department; (but he shall not give any previous notice to the teacher or trustees of his visit.) The subjects of examination and inquiry shall be as follows:—

(a) *Mechanical Arrangements.*—The tenure of the property; the materials, dimensions and plan of the building; its condition; when erected; with what funds built; how lighted, warmed and ventilated; if any class rooms are provided for the separate instruction of part of the children; if there is a lobby, or closet, for hats, cloaks, bonnets, book-presses, &c.; how the desks and seats are arranged and constructed; what arrangements for the teacher; what play ground is provided;* what gymnastic apparatus (if any); whether there be a well, and proper conveniences for private purposes; and if the premises are fenced or open on the street or road; if shade trees and any shrubs or flowers are planted.

[NOTE.—In his inquiries into these matters, the Inspector is especially directed to see whether the law and regulations have been complied with in regard to the following matters; (should he discover remissness in any of them, he should at once call the attention of the trustees to it; before withholding the school fund from the section, with a view to its remedy before his next half-yearly visit):—

(1.) *Size of Section.*—As to the size of the school section, as prescribed by the fifteenth section of the School Law of 1871.

(2.) *School Accommodation.*—Whether the trustees have provided “adequate accommodation for all children of school age [i. e., between the ages of five and twenty-one years, resident] in their school division,” [i. e., school section, city, town, or village] as required by the second section of the School Act of 1871.

(3.) *Space for Air.*—Whether the required space of nine square feet for each pupil, and the average space for one hundred cubic feet of air for each child have been allowed in the construction of the school-house and its class rooms.† (See regulation 9, “Duties of Trustees.”)

(4.) *Well; Proper Conveniences.*—Whether a well or other means of procuring water is provided; also, whether there are proper conveniences for private purposes of both sexes on the premises; and whether the regulations in regard to them, contained in regulation 6 of the “Duties of Masters” and regulation 9 of the “Duties of Trustees,” are observed.

(b) *Means of Instruction.*—He shall see whether the authorized text books are used in the several classes, under the heads of Reading, Arithmetic, Geography, &c.; whether sufficient and suitable Apparatus are provided, as Tablets, Maps, Globes, Blackboards, Models, Cabinets, &c.

(c) *Organization.*—Arrangement of classes; whether each child is taught by the same

* *Size of School Grounds.*—The school grounds, wherever practicable, should in the rural sections embrace an acre in extent, and not less than half an acre, so as to allow the school-house to be set well back from the road, and furnish play-grounds within the fences. A convenient form for school grounds will be found to be an area of ten rods front by sixteen rods deep, with the school-house set back four or six rods from the road. The grounds should be strongly fenced, the yards and outhouses in the rear of the school-house being invariably separated by a high and tight board fence; the front grounds being planted with shade trees and shrubs. For a small school, an area of eight rods front by ten rods deep may be sufficient, the school-house being set back four rods from the front.

† *Ventilation* becomes easy as soon as it is known that it is embraced in these two essential operations, viz.: 1st, to supply fresh air; 2nd, to expel foul air. It is evident that fresh air cannot be crowded into a room unless the foul air is permitted to pass freely out; and certainly the foul air will not go out unless fresh air comes in to fill its place. It is useless to open ventilating flues when there is no means provided to admit a constant supply of fresh air from without.

Temperature.—In winter the temperature during the first school hour in the forenoon or afternoon, should not exceed 70°, nor 60° during the rest of the day.

teacher ; if any assistant or assistants are employed ; to what extent ; how remunerated, and how qualified.

(d) *Discipline*.—Hours of attendance ; usual ages of pupils ; if the pupils change places in their several classes, or whether they are marked at each lesson, or exercise, according to their respective merits ; if distinction depends on intellectual proficiency, or on a mixed estimate of intellectual proficiency and moral conduct, or on moral conduct only ; what system of merit marks, or records of standing (if any) is used ; whether corporal punishments are employed—if so, their nature, and whether inflicted publicly or privately ; what other punishments are used (See regulations 3 and 4, "*Duties of Masters*," and 3, "*Duties of Assistant Teachers*") ; whether attendance is regular ; how many attend one month—how many two, three, or more months, &c. ; is school opened and closed with reading and prayer, as provided in the regulations ; whether the Ten Commandments are regularly taught, as required, and what separate religious instruction is given, if any.

(e) *Methods of Instruction*.—Whether simultaneous, or individual, or mixed ; if simultaneous (that is, by classes), in what subjects of instruction ; whether the simultaneous method is not more or less mingled with individual teaching, and on what subjects ; to what extent the intellectual, or the mere rote method, is pursued, and on what subjects ; how far the interrogative method only is used ; how the attainments in the lessons are variously tested in the daily recitations and the quarterly examinations—by individual oral interrogation—by requiring written answers to written questions, or by requiring an abstract of the lesson to be written from memory.

(f) *Attainments of Pupils*.—1. In *Reading* ; whether the higher pupils can read with ordinary facility only, or with ease and expression, as prescribed in the programme. 2. *Spelling* ; whether they can spell correctly, and give the meaning and derivation of words. 3. *Writing* ; whether they can write with ordinary correctness, or with ease and elegance. 4. *Drawing* ; linear, ornamental, architectural, or geometrical ; whether taught, and in what manner. 5. *Arithmetic* ; whether acquainted with the simple rules, and skilful in them ; whether acquainted with the tables of moneys, weights, measures, and skilful in them ; whether acquainted with the compound rules, and skilful in them ; whether acquainted with the higher rules, and skilful in them. 6. *Book-keeping* ; how far taught. 7. *English Grammar* ; whether acquainted with the rules of orthography, parts of speech, their nature and modifications, parsing. 8. *Composition* ; whether acquainted with the grammatical structure of the language by frequent composition in writing, and the critical reading and analysis of the reading lessons in both prose and poetry. 9. *Geography and History* ; whether taught as prescribed in the official programme, and by questions suggested by the nature of the subject. 10. *Christian Morals and Elements of Civil Government* ; how far taught, and in what manner. 11. *Algebra and Geometry* ; how many pupils, and how far advanced in ; whether they are familiar with the definitions, and perfectly understand the reason, as well as practice, of each step in the process of solving each problem and demonstrating each proposition. 12. *Elements of Natural Philosophy, Chemistry, Agriculture and Natural History*, as prescribed in the programme ; whether taught ; what apparatus for teaching them ; how many pupils in each. 13. *Vocal Music* ; whether taught and in what manner. The order of questions is to be suggested by the nature of the subject. The extent and degree of minuteness with which the inspection will be prosecuted, in respect to any, or all of the foregoing, kindred subjects, must, of course, depend on circumstances.

(g) *Miscellaneous*.—1. How many pupils have been sent to the High School during the year. 2. Whether a visitors' book and register are kept, as required by law. 3. Whether the *Journal of Education* is regularly received by the trustees. 4. Whether the pupils have been examined before being admitted to the school, and arranged in classes, as prescribed by the regulations ; and whether the required public examinations have been held. 5. What prizes or other means are offered to excite pupils to competition and study ; and whether the merit system of cards issued by the Department is employed. 6. *Library*.—Is a library maintained in the section ; number of volumes taken out during the year ; are books covered and labelled as required ; are books kept in library case ; is catalogue kept for reference by applicants ; are fines duly collected, and books kept in good order ; are library regulations observed. 7. How far the course of studies and

method of discipline prescribed according to law, have been introduced, and are pursued in the school ; and such other information in regard to the condition of the schools as may be useful in promoting the interests of Public Schools generally.

5. *Authority of an Inspector in a School.*—The authority of an Inspector in a school, while visiting it, is supreme ; the Masters, Teachers and pupils, are subject to his direction ; and he shall examine the classes and pupils, and direct the Masters or Teachers to examine them, or to proceed with the usual exercises of the school, as he may think proper, in order that he may judge of the mode of teaching, management and discipline of the school, as well as of the progress and attainments of the pupils.

6. *Procedure in the Visitation of Schools.*—On entering a school, with a view to its inspection, and having courteously introduced himself to the teacher (if a stranger), or, if otherwise, having suitably addressed him, the Inspector shall :

(1.)—note in the Inspector's book, the time of his entrance, and on leaving, the time of departure from the school.

(2.)—see whether the business going on corresponds with that assigned to that particular hour on the time table, and generally whether the arrangements which it indicates agree with the prescribed programme of studies, and are really carried out in practice. If not, he should at once privately notify the Master or Teacher of the omission, and the penalty for neglect to observe the regulations.

(3.)—examine the register, and other school records, and take notes of the attendance of pupils, number of classes in the schools at the time of visit, &c.

(4.)—observe the mode of teaching, the management of the school, and generally its tone and spirit ; also whether the bearing, manner, and language of the teacher, his command over the pupils, and their deportment at the time of his visit are satisfactory.

7. *Intercourse with Teachers and Pupils.*—*Inspection.*—In his intercourse with Masters and Teachers, and during his visit to their schools, the Inspector should treat them with kindness and respect, counselling them privately on whatever he may deem defective or faulty in their manner of teaching ; but by no means should he address them authoritatively, or in a fault-finding spirit, in the presence or hearing of the pupils.

8. *See to Attendance of Children at School.*—The Inspector should see that the provisions in the third section of the School Act of 1871, in regard to the right of every child in the municipality under his jurisdiction to attend some school, are not allowed to remain a dead letter ; but he should, where necessary, frequently call attention to the subject.

9. *Teachers Visiting other Schools.*—County and City Inspectors shall have authority to allow teachers to visit schools, under the restrictions contained in regulation eight of the "*Additional Duties of Masters and Teachers.*"

10. *Payments to Teachers' Superannuation Fund.*—The forty-second section of the School Act of 1871, declares that "each Inspector of schools is hereby authorized and required to deduct [two dollars] half-yearly from any payments made by him to any male teacher under his jurisdiction, and transmit the same to the Education Department." As a City or Town Inspector under the new law possesses all the powers of a County Inspector, such City or Town Inspector will be required to perform the corresponding duty of the County Inspector, and sign or countersign with the chairman, or other officer of the Board of trustees, all checks for the salaries of teachers. In doing so, he will have to see that the sum of two dollars, payable semi-annually to the Superannuated Teachers' Fund by each male teacher, is deducted from such teacher's half-yearly salary, and transmitted promptly, with the name of the teachers, and other information required, to the Education Department, in each January and July. This may be done in registered letters, or by deposit to the credit of the Chief Superintendent of Education, in any of the branches of the Bank of Montreal. In this latter case the deposit certificate should be transmitted, with the list of names, without delay, to the Education Department.

[NOTE.—If the Board of Trustees in cities and towns prefer it, they can direct the treasurer to deduct the full amount of the male teachers' half-yearly subscription in one sum from the salaries payable to such teachers, and transmit it, as above, through the Inspector (who is by law responsible for the performance of this duty) to the Department.]

11. *Granting Special Certificates.*—The School Law authorizes Inspectors “to give to any candidate, on due examination, according to the programme authorized for the examination of teachers, a certificate of qualification to teach school within the limits of the charge of the Inspector, until (but no longer than) the next ensuing meeting of the Board of Examiners of which such Inspector is a member; but no such certificate shall be given a second time, or be valid if given a second time, to the same person in the same county.” In giving effect to this provision of the Act, Inspectors will observe: (1) that they are required to examine all candidates desiring special certificates; (2) that they are not authorized to grant “permits,” or endorse as good any previous certificates of the applicant; (3) that the special certificates given can only have the value of those of the third class and be valid “within the limits of the charge of the Inspector;” (4) that under no circumstances can they give a special certificate to a teacher who has already previously received one from any (Local Superintendent or) Inspector in the same county; and (5) that no certificate can be given to any teacher who has been rejected by the Board of Examiners.

12. *Suspension of Certificates.*—When an Inspector finds it necessary to suspend the certificate of a Master or Teacher, he should not do so on the mere report of improper conduct, immorality or incompetency, but he should give the master or teacher due notice of the charge against him, and afford him a full opportunity for defence; and he should also examine carefully into the alleged facts of the case, and if necessary, visit the school and assure himself personally of their truth before proceeding to suspension.

[NOTE.—Officers required by law to exercise their judgments, are not answerable for mistakes in law, or mere errors in judgment, without any fraud or malice.]

13. *Blank Forms of Returns.*—Inspectors are responsible for obtaining reports from the Education Department, through the County Clerks, and supplying them to the Public Schools, and also for the prompt despatch of the blank forms of yearly and half-yearly returns directly to the trustees; and the trustees are equally responsible (in addition to the penalty imposed by law) for the delivery of the returns and reports to their Inspector, within ten days after the close of the year or half year.*

14. *Attendance of Pupils.*—The Inspector should see that the aggregate attendance of each school is correctly added up, and divided by the divisor for the half year, and that no lost time is made up by teaching on Saturdays, or other holidays, or vacations. (See note to regulation 4, of “*Terms, Hours of Teaching, etc.*”) Under regulation eight, of the “*Additional Duties of Masters and Teachers,*” teachers may employ certain days in the year in visiting other schools. In order that the school may not lose a corresponding proportion of the School Fund, the Inspector is authorized to add a proportionate amount of average attendance for time so employed, or by using a smaller divisor. After having examined and tested the correctness of the return, the Inspector should file away and carefully preserve it, so that it may be handed over, with other school documents, to his successor, when he retires from office.

15. *Check against Incorrect Returns.*—The half-yearly return of the pupils’ names, and number of days on which they attended during each month, will be a check against false or exaggerated returns; as the Inspector can, in his visit to any school, take the return with him, compare it with the school register, and make any further enquiries he may deem necessary. He should also, at his visits to the schools, take notes in his book of the school attendance, &c. The return, carefully compiled, will furnish materials for the statistical tables in the Inspector’s report, and will show at what periods of the year the attendance of pupils at the schools is the largest, and how many attend school two, four, six, &c., months of the year.

16. *Apportionment to Schools.*—The returns of the trustees’ half-yearly reports must form the basis for apportioning the School Fund to the several public schools of each township. The Legislative Grant forms the School Fund for the first half year, and the Municipal Assessment the School Fund for the second half year. The Inspector is required to apportion each half year’s School Fund to every section, whether in operation

* DEPARTMENTAL NOTE.—The School Law does not require the Education Department to furnish Registers or blank forms to the trustees, but for the convenience of all parties concerned, it has done so gratuitously.

or not, for that half year. In making the apportionment, the attendance of non-resident* pupils (authorized by the one hundred and twenty-sixth section of the Consolidated School Act,) is to be reckoned as belonging to the section in which they are actual residents, and not to the section in which they may attend school. See regulation 15 of "*Duties of Trustees.*"

17. *No Omission in Apportioning.*—The Inspector is required to make an apportionment of the School Fund to all the Public Schools under his jurisdiction, whether entitled to it or not; but he should not give an order to pay any portion of the fund to a section the trustees and teacher of which have not complied with the requirements of the law and regulations. (See sections two and clause six of section thirty of the School Act of 1871, and note to (a) of regulation 4, as well as of regulation 19 of this chapter). All forfeited balances are to be disposed of as directed by the one hundred and sixth section of the Consolidated School Act, sub-section eight.

18. *Union School Sections.*—(See the ninety-second and ninety-third sections of the Consolidated School Law, the eighteenth section of the School Act of 1871, and regulation 18 of *Duties of Trustees.*)

19. *Cheques to Teachers.*—Any cheques for school money due a section, must be made payable to the (qualified) teacher or his order, and to no other person; (see ninety-first section of the Consolidated School Act, sub-section two;)* and no cheque can be given to such teacher except on an order signed by a majority of the trustees of the school section, and attested by a lawful corporate seal, and then only for the time during which the teacher has held a legal certificate of qualification, not cancelled, suspended, recalled or expired. (See clause four of section thirty of the School Act of 1871.) In giving cheques to male teachers the half-yearly payment of two dollars to the Superannuated Teachers' Fund must be deducted. (See regulation 10 and 25 of this chapter.)

20. *Authorized Text Books required.*—Inspectors should see that the law and regulations on the subject of text books are carried out. The Act declares that Inspectors are required "to prevent the use of unauthorized text books," and schools using them are not entitled to be paid any part of the fund; and the Council has given notice that it "disapproves of the use, in any High or Public School, of any text book which is not included in the list of text books authorized by it, as provided by law."

21. *The Inspector as Umpire, and ex-officio Examiner.*—The law virtually makes Inspectors umpires in all arbitrations relating to school sites, and differences of opinions between auditors in regard to school section accounts. It also authorizes them to call the meetings of Reeves and Inspectors, for the formation or alteration of union school sections, and requires them to transmit to the County Clerk information of all such changes as they may make in the boundaries of school sections. It further authorizes them to settle all local school disputes, school elections, &c., subject to an appeal to the Education Department against their decision. The Inspectors are also members of the Board of Examiners for the examination of teachers, also for the admission of pupils to the High Schools.

22. The Inspector shall act as Chairman of the Board of Examiners, and shall perform such other duties as are prescribed for him in the *Powers and Duties of Public School Examiners*; and the Inspector shall notify the Education Department, at least two weeks before the half-yearly examination, of the number of copies of the examination papers which will be required for his county.

23. *School Meetings and Elections.*—The law requires County Inspectors "to decide upon any complaints which may be made [within twenty days], in regard to the election of [rural] school trustees, or in regard to any proceedings at school meetings." The law declares that the decision must be either "to confirm" or "set aside" the election or pro-

* *Non-resident pupils* are those whose parents or guardians are not residents of the section or school division. Such pupils do not become residents by boarding in the section or division while attending school, until the expiration of a year. (This rule does not apply to apprentices, or to parties who move into the section with a view to become *bona fide* residents.) A ratepayer in a section or division employing temporarily a minor (whose parents or guardians reside outside of the section, &c.), cannot lawfully report such minor in the school census, nor claim to send him as a resident unless he is duly apprenticed to such ratepayer. Adopted children and orphans, having guardians, who are *bona fide* residents, and other children who are *bona fide* residents of the school section or division, not having parents or guardians shall not be admitted until the guardian, adopted parent, friend or person with whom they reside, shall furnish the trustees with satisfactory evidence of such adoption, guardianship or *bona fide* residence.

ceeding (subject to an appeal to the Chief Superintendent), and not to dismiss the complaint, or refuse to entertain it. If the proceedings be set aside, a reasonable time should be allowed to permit the parties concerned to appeal before calling another meeting, or otherwise carrying out the decision of the Inspector. The decision should be given as soon as possible, but not necessarily within the twenty days. A reasonable time may be taken by the Inspector to investigate the complaint, and, if he desires it, to apply to the Chief Superintendent for advice on any doubtful point.

24. *Decide Cases, and give Counsel and Advice.*—The Inspector should promptly adjudicate upon all cases submitted to him, after hearing both sides, and give such counsel and advice (in harmony with the School Law and Regulations) as shall, in his judgment, best promote the interests of the schools, and prevent disputes and litigation in the various neighbourhoods.*

25. *Conditions of Payment of Inspector's Salary.*—The proportion of each County Inspector's salary, payable by the Government, will be certified quarterly to the Provincial Treasurer by the Chief Superintendent, on the following conditions;—

(1) That the name and address of the Inspector appointed by the County Council has been duly certified to the Education Department by the County Clerk.

(2) That such Inspector possesses a legal certificate of qualification from the Education Department.

(3) That he has faithfully performed the duties of his office during the time specified in regulation two of this chapter, and in the manner prescribed by the law and regulations.

(4) That he has promptly transmitted half-yearly to the Education Department, with the names of the Teachers, (to be afterwards certified from his cheques by the County Auditors at the end of each year), the semi-annual subscriptions to the Superannuated Teachers' Fund by the male teachers under his jurisdiction.

(5) That the required reports and returns have been duly sent in to the Education Department, and found to be correct (including his annual special report on each school, as provided for in regulation five of this chapter).

[NOTE.—Each Public or Separate School house in use for a school, in a legally established (or duly recognized) school section or division, within the jurisdiction of the Inspector, shall be counted as one school, (whether such school be in actual operation, or temporarily closed for not longer than six months). And each department of a school, with a register of its own, and taught in separate rooms, or a flat of a building, so as to involve the additional oversight and examination of an ordinary school on the part of an Inspector at his official visits, shall also be counted as one school; but a school with one or more departments, when closed, shall only be regarded as one school for the time limited above, beyond which time no school which is closed shall be counted.]

APPENDIX D.

TEXT BOOKS FOR USE IN THE PUBLIC SCHOOLS OF ONTARIO.

AUTHORIZED BY THE COUNCIL OF PUBLIC INSTRUCTION.

NOTE.—In the following list, some books are *prescribed*, and others are *recommended*. The use of the books *recommended* is discretionary with the respective Public School Boards.

I. ENGLISH.

TEXT BOOKS PRESCRIBED:

The Canadian National Series of Reading Books. (Authorized edition.)

The Spelling Book, A Companion to the Readers. (Authorized edition.)

* A public officer who is required by law to act in certain cases, according to his judgment or opinion, and subject to penalties for his neglect, is not liable to a party for an omission arising from a mistake or want of skill, if acting in *good faith*.

- Miller's Analytical and Practical English Grammar. (Authorized edition.)
 An English Grammar for Junior Classes. By the Rev. H. W. Davies, D.D. (Authorized edition.)
 A History of English Literature, in a series of Biographical Sketches. By William Francis Collier, LL.D.

II. ARITHMETIC AND MATHEMATICS.

TEXT BOOKS PRESCRIBED :

- Advanced Arithmetic for Canadian Schools. By Barnard Smith, M.A., and Archibald McMurchy, M.A. (Authorized edition.)
 Elementary Arithmetic for Canadian Schools. By the Rev. Barnard Smith, M.A., and Archibald McMurchy, M.A. (Authorized edition.)
 Elements of Algebra. Todhunter's or Sangster's.
 Euclid's Elements of Geometry. Potts' or Todhunter's.

III. GEOGRAPHY AND HISTORY.

TEXT BOOKS PRESCRIBED :

- Lovell's General Geography. By J. George Hodgins, LL.D., Barrister-at-law. (Authorized edition.)
 Easy Lessons in General Geography. By ditto. (Authorized edition.)
 A School History of the British Empire. By William Francis Collier, LL.D.
 A History of Canada and of the other British Provinces of North America. By J. George Hodgins, LL.D., Barrister-at-Law.
 Outlines of General History. By William Francis Collier, LL.D.

TEXT BOOK RECOMMENDED .

- The Great Events of History. By William Francis Collier, LL.D.

IV. PHYSICAL SCIENCE.

TEXT BOOKS PRESCRIBED : (See note above.)

- Rudimentary Mechanics. By Charles Tomlinson. Portions relative to the mechanical powers.
 The Animal Kingdom. By Ellis A. Davidson.
 How Plants Grow : A simple Introduction to Botany, with Popular Flora. By Asa Gray, M.D.

V. MISCELLANEOUS.

TEXT BOOKS PRESCRIBED :

- First Lessons in Agriculture. By Rev. Dr. Ryerson.
 Our Bodies*. By Ellis A. Davidson.
 Easy Lessons on Reasoning. By Archbishop Whately.

TEXT BOOKS RECOMMENDED : (See note above.)

- A Comprehensive System of Book-keeping, by Single and Double Entry. By Thomas R. Johnson. A work on Book-keeping is to be sanctioned.
 Field Exercise and Evolutions of Infantry. Published by authority. Pocket edition (for Squad and Company Drill).
 The Modern Gymnast. By Charles Spencer.
 A Manual of Vocal Music. By John Hullah.

* The following little works are also highly recommended for perusal, both by teachers and pupils, viz:—"The House I live in," by T. C. Girtin, Surgeon (Longmans), and "Our Earthly House and its Builder" (Religious Tract Society). Cutter's "First Book on Anatomy, Physiology and Hygiene, for Grammar Schools and Families," is the prescribed book for High Schools, and may be used in the Public Schools if desired.

Three Part Songs. By H. F. Sefton. (Authorized edition.)

National Mensuration.

Scripture Lessons—Old and New Testaments. (National.)

Lessons on the Truth of Christianity. (National.)

Right Lines in their Right Places. By Ellis A. Davidson.

Teachers' Guide, and Bartholomew's Primary School Drawing Cards. By Miss J. H. Stickney.

The Drawing Book for the Dominion of Canada, in progressive Studies, seven numbers.

William Hermes' Drawing Instructor. For advanced studies.

Writing Copy Books, used in the Normal and Model Schools for Ontario. In Five Parts.

VI. FRENCH AND GERMAN SCHOOLS.

The following Books, approved by the whole Committee of the Council of Public Instruction for Quebec, are also sanctioned for use by French pupils, in Public Schools of this Province in which there are both Protestant and Roman Catholic pupils :

Cours d'Arithmétique Commerciale. (Senécal, Montreal.)

Abrégé de la Géographie Moderne. (Société d'Éducation de Québec.)

La Géographie Moderne, de M. Holmes, M.A.

Grammaire pratique de la langue Anglaise. (Par P. Saddler, Paris.)

Traité Élémentaire d'Arithmétique. (Par F. X. Toussaint.)

Le Premier Livre de l'Enfance, (de Poitevin.)

Cours de Versions Anglaises. (Par P. Saddler, Paris.)

Grammaire Française Élémentaire. (Par F. B. P.)

For German Schools, Klotz's German Grammar is sanctioned.

APPENDIX E.

TEXT BOOKS FOR USE IN THE HIGH SCHOOLS OF ONTARIO

(AUTHORIZED BY THE COUNCIL OF PUBLIC INSTRUCTION.)

NOTE.—In the following list some books are *prescribed* under the authority of the fifteenth section of the Consolidated High School Act, and others are *recommended*. The use of the books *recommended* is discretionary with the respective High School Boards. The Council has decided that the books on English subjects authorized for High Schools may also be used in the Public Schools.

I. LATIN.

TEXT BOOKS PRESCRIBED :

Harkness's New Series, viz :

1. An Introductory Latin Book. By Albert Harkness, Ph. D.

2. A Latin Reader, intended as a Companion to the Author's Latin Grammar. By Albert Harkness, Ph. D.

3. A Latin Grammar for Schools and Colleges. By Albert Harkness, Ph. D.

If preferred, the following may be used instead of the above series :

Arnold's First and Second Latin Books and Practical Grammar, revised and corrected. By J. A. Spencer, D.D., or

Dr. Smith's Principia Latina. Part I. Revised by H. Drisler, LL.D.

A Smaller Grammar of the Latin Language. By William Smith, LL.D.

LATIN DICTIONARY RECOMMENDED : (See note above.)

A Latin-English and English-Latin Dictionary. By Charles Anthon, LL.D., or

The Young Scholar's Latin-English and English-Latin Dictionary. By Joseph Esmond Riddle, M.A.

II, GREEK.

TEXT BOOKS PRESCRIBED :

A First Greek Book, comprising an outline of Grammar and an Introductory Reader. By Albert Harkness, Ph. D., *or*

Dr. Smith's *Initia Græca*.

A smaller Grammar of the Greek Language, abridged from the larger Grammar of Dr. George Curtius.

GREEK LEXICON RECOMMENDED : (See note above.)

Liddell and Scott's Greek-English Lexicon.

III. ANCIENT HISTORY, CLASSICAL GEOGRAPHY, AND ANTIQUITIES.

TEXT BOOKS PRESCRIBED :

A Manual of Ancient History. By Dr. Leonhard Schmitz.

First Steps in Classical Geography. By Prof. James Pillans.

CLASSICAL DICTIONARIES, &c., RECOMMENDED : (See note above.)

A Classical Dictionary of Biography, Mythology and Geography. By Wm. Smith, LL.D.

A Dictionary of Greek and Roman Antiquities. By William Smith, LL.D., *or*

A Classical Dictionary. By Charles Anthon, LL.D.

A Manual of Roman Antiquities. By Charles Anthon, LL.D.

A Manual of Greek Antiquities. By Charles Anthon, LL.D.

IV. FRENCH AND GERMAN.

TEXT BOOKS PRESCRIBED :

Text Books in French and German will be prescribed.

History of Charles XII. of Sweden. By Voltaire.

Horace : A Tragedy. By Corneille.

A Complete Dictionary of the French and English Languages. By Gabriel Surenne. Spiers' New Abridged Edition.

V. ENGLISH.

TEXT BOOKS PRESCRIBED :

The Canadian National Series of Reading Books. (Authorized edition.)

The Spelling Book, A Companion to the Readers. (Authorized edition.)

Miller's Analytical and Practical English Grammar. (Authorized edition.)

A History of English Literature, in a Series of Biographical Sketches. By William Francis Collier, LL.D.

VI. ARITHMETIC AND MATHEMATICS.

TEXT BOOKS PRESCRIBED :

Advanced Arithmetic for Canadian Schools. By the Rev. Barnard Smith, M.A., and Archibald McMurphy, M.A. (Authorized edition.)

Elementary Arithmetic for Canadian Schools. By the Rev. Barnard Smith, M.A., and Archibald McMurphy, M.A. (Authorized edition.)

Elements of Algebra. Todhunter's or Sangster's.

Euclid's Elements of Geography. Potts' or Todhunter's.

VII. MODERN GEOGRAPHY AND HISTORY.

TEXT BOOKS PRESCRIBED :

Lovell's General Geography. By J. George Hodgins, LL.D., Barrister-at-law. (Authorized edition.)

- A School History of the British Empire. By William Francis Collier, LL.D.
 A History of Canada, and of the other British Provinces of North America. By J. George Hodgins, LL.D., Barrister-at-law.
 Outlines of General History. By William Francis Collier, LL.D.

TEXT BOOK RECOMMENDED :

The Great Events of History. By William Francis Collier, LL.D.

VIII. PHYSICAL SCIENCE.

TEXT BOOKS PRESCRIBED : (See note above.)

- Rudimentary Mechanics, by Charles Tomlinson, with Cassell's Hand-book of Natural and Experimental Philosophy, *or*
 Manual of Mechanics, by the Rev. Samuel Haughton, M.A., F.R.S., with Introductory Course of Natural Philosophy. Edited from Ganot's Popular Physics, by W. G. Peck, M.A.
 The Animal Kingdom. By Ellis A. Davidson.
 How Plants Grow : A Simple Introduction to Botany, with Popular Flora. By Asa Gray, M.D.
 Lessons in Elementary Chemistry. By Henry E. Roscoe, B.A., L.R.S.

IX. MISCELLANEOUS.

TEXT BOOKS PRESCRIBED :

- First Lessons in Agriculture. By Rev. Dr. Ryerson.
 First Book on Anatomy, Physiology, and Hygiene, for Private Schools and Families.
 By Calvin Cutter, M.D., *or* (for Public Schools.)
 Our Bodies. By Ellis A. Donaldson,*
 Easy Lessons on Reasoning. By Archbishop Whately.

TEXT BOOKS RECOMMENDED : (See note above.)

- A Comprehensive System of Book-keeping, by Single and Double Entry. By Thos. R. Johnson. A work on Book-keeping is to be sanctioned.
 Field Exercise and Evolutions of Infantry. Published by Authority. Pocket edition (for Squad and Company Drill).
 The Modern Gymnast. By Charles Spencer.
 A Manual of Vocal Music. By John Hullah.
 Three Part Songs. By H. F. Sefton. (Authorized edition.)
 National Mensuration.
 Scripture Lessons—Old and New Testaments. (National.)
 Lessons on the Truth of Christianity. (National.)
 Right Lines in their Right Places. By Ellis A. Davidson.
 Linear Drawing, by Ellis A. Davidson.
 Teachers' Guide, and Bartholomew's Primary School Drawing Cards. By Miss J. H. Stickney.
 The Drawing Book for the Dominion of Canada, in progressive Studies, seven numbers.
 William Hermes' Drawing Instructor. For advanced students.
 Writing Copy Books, used in the Normal and Model Schools for Ontario. In Five Parts.

* The following little works are also highly recommended for perusal both by teachers and pupils, viz:—
 "The House I live in," by T. C. Girtin, Surgeon (Longmans), and "Our Earthly House and its Builder." (Religious Tract Society.) "Our Bodies," by Ellis A. Davidson, is the prescribed book for Public Schools, and may be used in the High Schools if desired.

COUNTIES.	Public Schools.	R. C. Separate Schools.	Total.	TOWNS—Cont'd.	Public Schools.	R. C. Separate Schools.	Total.
	\$ cts.	\$ cts.	\$ cts.		\$ cts.	\$ cts.	\$ cts.
1 Glengarry.....	2074 00	229 00	2303 00	Bothwell.....	133 00		133 00
2 Stormont.....	1925 00		1925 00	Bowmanville.....	276 00		276 00
3 Dundas.....	2148 00		2148 00	Brantford.....	661 00	80 00	741 00
4 Prescott.....	1497 00	146 00	1643 00	Brockville.....	304 00	101 00	405 00
5 Russell.....	909 00		909 00	Chatham.....	257 00		257 00
6 Carleton.....	3477 00	148 69	3625 00	Clifton.....	100 00	47 00	147 00
7 Grenville.....	2157 00	50 00	2207 00	Cobourg.....	345 00	97 00	442 00
8 Leeds.....	3518 00	37 00	3555 00	Collingwood.....	201 00		201 00
9 Lanark.....	3302 00	11 00	3313 00	Cornwall.....	298 00		298 00
10 Renfrew.....	2929 00	74 00	3003 00	Dundas.....	209 00	89 00	298 00
11 Frontenac.....	2931 00	149 00	3080 00	Galt.....	369 00		369 00
12 Addington.....	1810 00	81 00	1891 00	Goderich.....	359 00		359 00
13 Lennox.....	874 00		874 00	Guelph.....	429 00	162 00	591 00
14 Pr. Edward.....	1918 00		1918 00	Ingersoll.....	270 00	70 00	340 00
15 Hastings.....	4222 00	25 00	4247 00	Lindsay.....	185 00	130 00	315 00
16 Northumberland.....	3992 00	92 00	4084 00	Milton.....	100 00		100 00
17 Durham.....	3507 00		3507 00	Napanee.....	203 00	26 00	229 00
18 Peterborough.....	3106 00	62 00	3168 00	Niagara.....	125 00	58 00	183 00
19 Victoria.....	3569 00		3569 00	Oakville.....	109 00	63 00	172 00
20 Ontario.....	4593 00	23 00	4616 00	Owen Sound.....	315 00		315 00
21 York.....	6014 00	173 00	6187 00	Paris.....	211 00	61 00	272 00
22 Peel.....	2662 00	13 00	2675 00	Perth.....	184 00	63 00	247 00
23 Simcoe.....	6309 00	40 00	6349 00	Peterborough.....	300 00	127 00	427 00
24 Halton.....	2049 00		2049 00	Pictou.....	173 00	53 00	226 00
25 Wentworth.....	3105 00	33 00	3138 00	Port Hope.....	412 00		412 00
26 Brant.....	2185 00		2185 00	Prescott.....	129 00	107 00	236 00
27 Lincoln.....	2038 00	35 00	2073 00	Sandwich.....	147 00		147 00
28 Welland.....	1942 00	23 00	1965 00	Sarnia.....	240 00		240 00
29 Haldimand.....	2444 00	36 00	2480 00	St. Catharines.....	468 00	303 00	771 00
30 Norfolk.....	3301 00	27 00	3328 00	St. Mary's.....	286 00	63 00	349 00
31 Oxford.....	4679 00		4679 00	St. Thomas.....	183 00		183 00
32 Waterloo.....	3281 00	164 00	3445 00	Simcoe.....	173 00		173 00
33 Wellington.....	5667 00	343 00	6010 00	Stratford.....	277 00	72 60	349 00
34 Grey.....	6336 00	239 00	6575 00	Whitby.....	238 00	63 00	301 00
35 Perth.....	4225 00	98 00	4323 00	Windsor.....	359 00		359 00
36 Huron.....	6958 00	90 00	7048 00	Woodstock.....	401 00		401 00
37 Bruce.....	5034 00	36 00	5070 00				
38 Middlesex.....	6972 00	113 00	7085 00		10486 00	2214 00	12700 00
39 Elgin.....	3356 00		3356 00				
40 Kent.....	3203 00	137 00	3340 00	VILLAGES.			
41 Lambton.....	3308 00	47 00	3355 00	Arnprior.....	143 00		143 00
42 Essex.....	2450 00	27 00	2477 00	Ashburnham.....	123 00		123 00
43 Dist. of Algoma.....	300 00		300 00	Aurora.....	132 00		132 00
	142276 00	2801 00	145077 00	Bath.....	60 00		60 00
				Bradford.....	123 00		123 00
CITIES.				Brampton.....	179 00		179 00
Hamilton.....	1636 00	413 00	2049 00	Brighton.....	125 00		125 00
Kingston.....	1002 00	353 00	1355 00	Caledonia.....	111 00		111 00
London.....	1329 00	221 00	1541 00	Cayuga.....	86 00		86 00
Ottawa.....	811 00	783 00	1594 00	Chippawa.....	136 00		136 00
Toronto.....	2988 00	1595 00	4583 00	Clinton.....	179 00		179 00
				Colborne.....	86 00		86 00
	7757 00	3365 00	11122 00	Dunnville.....	163 00		163 00
				Elora.....	177 00	23 00	200 00
TOWNS.				Embro.....	68 00		68 00
Amherstburgh.....	128 00	105 00	233 00	Fergus.....	148 00	13 00	161 00
Barrie.....	168 00	65 00	233 00	Fort Erie.....	97 00		97 00
Belleville.....	510 00	175 00	685 00	Gananoque.....	173 00		173 00
Berlin.....	251 00	34 00	285 00	Garden Island.....	60 00		60 00
				Georgetown.....	165 00		165 00
				Hawkesbury.....	118 00		118 00
				Hespeler.....	125 00		125 00
				Holland Landing.....	75 00		75 00

APPENDIX F.—Summary of Apportionment to Counties, Cities, Towns,
and Villages.—*Continued*

VILLAGES— <i>Con.</i>	Public Schools.	R. C. Separate Schools.	Total.	VILLAGES— <i>Con.</i>	Public Schools.	R. C. Separate Schools.	Total.
	\$ cts.	\$ cts.	\$ cts.		\$ cts.	\$ cts.	\$ cts.
Iroquois	72 00	.....	72 00	Port Colborne....	62 00	38 00	100 00
Kemptville.....	129 00	.....	129 00	Port Dalhousie..	125 00	.....	125 00
Kincardine.....	183 00	.....	183 00	Preston.....	119 00	24 00	143 00
Lanark.....	82 00	.....	82 00	Renfrew.....	61 00	.....	61 00
Listowel.....	129 00	.....	129 00	Richmond.....	54 00	.....	54 00
Merrickville.....	107 00	.....	107 00	Seaforth.....	143 00	.....	143 00
Mitchell.....	193 00	.....	193 00	Smith's Falls....	86 00	27 00	113 00
Morrisburgh.....	125 00	.....	125 00	Southampton....	97 00	.....	97 00
Mount Forest.....	132 00	15 00	147 00	Stirling.....	82 00	.....	82 00
Newburgh.....	95 00	.....	95 00	Strathroy.....	183 00	.....	183 00
Newcastle.....	80 00	.....	80 00	Streetsville.....	72 00	.....	72 00
New Edinburgh....	50 00	.....	50 00	Thorold.....	146 00	61 00	207 00
New Hamburg.....	118 00	.....	118 00	Trenton.....	124 00	90 00	214 00
Newmarket.....	128 00	40 00	168 00	Vienna.....	86 00	.....	86 00
Oil Springs.....	132 00	.....	132 00	Wardsville.....	72 00	.....	72 00
Orangeville.....	90 00	.....	90 00	Waterloo.....	171 00	.....	171 00
Orillia.....	136 00	.....	136 00	Welland.....	114 00	.....	114 00
Oshawa.....	202 00	79 00	281 00	Wellington.....	54 00	.....	54 00
Pembroke.....	45 00	45 00	90 00	Yorkville.....	183 00	.....	183 00
Petrolia.....	154 00	.....	154 00		7353 00	495 00	7848 00
Portsmouth.....	85 00	40 00	125 00				
GRAND TOTALS.							
Counties and Districts,.....	142276 00	2801 00	145077 00				
Cities,	7757 00	3365 00	11122 00				
Towns,	10486 00	2214 00	12700 00				
Villages,	7353 00	495 00	7848 00				
	167872 00	8875 00	176747 00				

APPENDIX G.—Apportionment of the Grammar School Fund for the year 1871.

GRAMMAR SCHOOL.	COUNTY.	Average Attendance first half of 1870.	Apportionment, at the rate of \$8 per pupil.	Average Attendance last half of 1870.	Apportionment, at the rate of \$8 per pupil.
			\$ cts.		\$ cts.
Arnprior	Renfrew	20	160 00	17	136 00
Barrie	Simcoe	37	296 00	35	280 00
Beamsville	Lincoln	13	104 00	17	136 00
Belleville	Hastings	49	392 00	48	384 00
Berlin	Waterloo	26	208 00	20	160 00
Bowmanville	Durham	53	424 00	44	352 00
Bradford	Simcoe	18	144 00	18	144 00
Brampton	Peel	32	256 00	50	400 00
Brantford	Brant	30	240 00	23	184 00
Brighton	Northumberland	20	160 00	24	192 00
Brockville	Leeds	22	176 00	46	368 00
Caledonia	Haldimand	28	224 00	14	112 00
Carleton Place	Lanark	14	112 00	14	112 00
Cayuga	Haldimand	17	136 00	25	200 00
Chatham	Kent	35	280 00	27	216 00
Clinton	Huron	27	216 00	25	200 00
Cobourg	Northumberland	74	592 00	61	488 00
Colborne	do	56	448 00	49	392 00
Collingwood	Simcoe	24	192 00	19	152 00
Cornwall	Stormont	20	160 00	28	224 00
Drummondville	Welland	34	272 00	29	232 00
Dundas	Wentworth	71	568 00	71	568 00
Dunnville	Haldimand	39	312 00	29	232 00
Elora	Wellington	18	144 00	14	112 00
Farmersville	Leeds	41	328 00	25	200 00
Fergus	Wellington	14	112 00	11	88 00
Fonthill	Welland	42	336 00	45	360 00
Galt	Waterloo	104	832 00	104	832 00
Gananoque	Leeds	22	176 00	25	200 00
Goderich	Huron	31	248 00	37	296 00
Grimsby	Lincoln	31	248 00	23	184 00
Guelph	Wellington	36	288 00	42	336 00
Hamilton	City	101	808 00	99	792 00
Ingersoll	Oxford	28	224 00		
Iroquois	Dundas	52	416 00	38	304 00
Kemptville	Grenville	29	232 00	21	168 00
Kincardine	Bruce	19	152 00	22	176 00
Kingston	City	76	608 00	71	568 00
Lindsay	Victoria	31	248 00	34	272 00
London	City	36	288 00	38	304 00
L'Orignal	Prescott	24	192 00	20	160 00
Manilla	Ontario	33	264 00	25	200 00
Markham	York	35	280 00	26	208 00
Metcalfe	Carleton	12	96 00	12	96 00
Milton	Halton	13	104 00	15	120 00
Morrisburgh	Dundas	20	160 00	32	256 00
Mount Pleasant	Brant	25	200 00	22	176 00
Napanee	Lennox	62	496 00	61	488 00
Newburgh	Addington	34	272 00	60	480 00
Newcastle	Durham	38	304 00	29	232 00
Newmarket	York	26	208 00	19	152 00
Niagara	Lincoln	21	168 00	15	120 00
Norwood	Peterborough	30	240 00	33	264 00
Oakville	Halton	11	88 00	21	168 00
Oakwood	Victoria	18	144 00	14	112 00
Omenee	do	51	408 00	41	328 00
Orangeville	Wellington	20	160 00	23	184 00
Osborne	Russell	13	104 00	13	104 00
Oshawa	Ontario	67	536 00	49	392 00
Ottawa	City	70	560 00	53	424 00
Owen Sound	Grey	37	296 00	35	280 00

APPENDIX G.—Apportionment of the Grammar School Fund—*Continued.*

GRAMMAR SCHOOL.	COUNTY.	Average Attendance first half of 1870.	Apportionment, at the rate of \$8 per pupil.	Average Attendance last half of 1870.	Apportionment, at the rate of \$8 per pupil.
			\$ cts.		\$ cts.
Pakenham	Lanark	19	152 00	9	72 00
Paris	Brant	41	328 00	31	248 00
Pembroke	Renfrew	20	160 00	16	128 00
Perth	Lanark	60	480 00	56	448 00
Peterborough	Peterborough	101	808 00	96	768 00
Pictou	Prince Edward	25	200 00	39	312 00
Port Dover	Norfolk	17	136 00	13	104 00
Port Hope	Durham	56	448 00	53	424 00
Port Perry	Ontario	37	296 00	30	240 00
Port Rowan	Norfolk	27	216 00	21	168 00
Prescott	Grenville	40	320 00	29	232 00
Renfrew	Renfrew	21	168 00	18	144 00
Richmond	Carleton	13	104 00	20	160 00
Richmond Hill	York	31	248 00	29	232 00
Sarnia	Lambton	18	144 00	17	136 00
Scotland	Brant	21	168 00	21	168 00
Simcoe	Norfolk	44	352 00	44	352 00
Smith's Falls	Lanark	30	240 00	28	224 00
Smithville	Lincoln	22	176 00	21	168 00
Stirling	Hastings	18	144 00	8	64 00
Stratford	Perth	33	264 00	26	208 00
Strathroy	Middlesex	25	200 00	18	144 00
Streetsville	Peel	33	264 00	24	192 00
St. Catharines	Lincoln	73	584 00	64	512 00
St. Mary's	Perth	33	264 00	23	184 00
St. Thomas	Elgin	15	120 00	34	272 00
Thorold	Welland	36	288 00	46	368 00
Toronto	City	69	552 00	78	624 00
Trenton	Hastings	29	232 00	13	104 00
Uxbridge	Ontario	42	336 00	42	336 00
Vankleekhill	Prescott	28	224 00	26	208 00
Vienna	Elgin	26	208 00	32	256 00
Wardsville	Middlesex	34	272 00	15	120 00
Waterdown	Wentworth	20	160 00	13	104 00
Welland	Welland	19	152 00	16	128 00
Weston	York	35	280 00	41	328 00
Whitby	Ontario	82	656 00	70	560 00
Williamstown	Glengarry	27	216 00	30	240 00
Windsor	Essex	34	272 00	36	288 00
Woodstock	Oxford	36	288 00	46	368 00

APPENDIX H.

THE NORMAL SCHOOL FOR ONTARIO.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the Masters of the Normal School, and under the authority of the following section of the Consolidated Common School Act for Ontario, has granted to the undermentioned Students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of this Province.

"107. The Chief Superintendent of Education, on the recommendation of the Teachers of the Normal School, may give to any Teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of [Ontario] until revoked; but no such certificate shall be given to any person who has not been a student in the Normal School."

The Certificates are divided into Classes, in harmony with the general programme, according to which all teachers in this Province are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the Certificate, according to the following form:—

GRADE A, (B OR C), OF THE FIRST (OR SECOND) CLASS.

Certificate of Qualification—Normal School, for Ontario.

THIS IS TO CERTIFY, that _____ having attended the Normal School during the _____ Session, 18—, and having been carefully examined in the several branches named in the margin, is hereby recommended to the Chief Superintendent of Education, as eligible to receive a First (or Second) Class Certificate of Qualification, as a Common School Teacher in Ontario, according to the "Programme of the Examination and Classification of Common School Teachers," revised by the Council of Public Instruction, on the 17th day of December, 1858.

Head Master.

Second Master

[L.S.] IN ACCORDANCE with the foregoing recommendation, and under the authority vested in the Chief Superintendent of Education by the 107th section of the Ontario Consolidated Common School Act (22nd Victoria, chapter 64),

STANDING.

IN THE DIFFERENT BRANCHES—
No. 1 being the highest and 6 the lowest.

Reading.....	.....
Spelling.....	.....
Writing.....	.....
Arithmetic.....	.....
Grammar.....	.....
Composition.....	.....
Education.....	.....
Aptitude to Teach.....	.....
Geography.....	.....
History.....	.....
Algebra.....	.....
Geometry.....	.....
Mensuration.....	.....
Natural Philosophy.....	.....
Chemical Physics.....	.....
Chemistry.....	.....
School Law.....	.....
English Literature.....	.....
Drawing.....	.....
Music.....	.....
Book-Keeping.....	.....
Punctuality and Regularity.....	.....
Conduct.....	.....

I do hereby grant to _____ a First (or Second) Class Certificate of Qualification, as a Common School Teacher, of the grade and standing above indicated, which certificate shall be valid in any part of Ontario, until revoked by this Department (or for one year, as in the case of Second Class Certificates, Grade C).

Dated at the Education Office, Toronto, this (fifteenth) day of _____
one thousand eight hundred and seventy _____

Chief Superintendent of Education for Ontario.

Recorded in Certificate Register A of
the Department, Number _____

Registrar.

Prior to the Ninth Session, no Provincial Certificates were issued. The Head Master certified to the attendance and conduct of the pupils, but such certificates do not qualify the holders to become teachers in the Common Schools.

During the Ninth and Tenth Sessions, three classes of Certificates were granted, the First, Second, and Third; but the Third-Class Certificates of the Ninth Session expired on 1st July, 1854, and those of the Tenth Session on the 1st November, 1854.

From the Eleventh to the Fourteenth Session, inclusive, only First and Second-Class Certificates were granted, and were not divided into Grades.

From the Fifteenth Session to the present time, the Certificates granted have been of the First and Second-Class, but each Class has been further divided into three Grades, A, B and C. These certificates are all valid until revoked, but since the Nineteenth Session, inclusive, all Certificates of the Second-Class, Grade C, have been granted for one year only, so that the only valid certificates of that grade are those granted from the Fifteenth to the Eighteenth Sessions, and those dated June and December, 1867, which expired in June and December, 1868.

In the Appendix to the Annual Report of 1867, pages 77-91, a full list of all certificates valid on 31st December of that year, was printed. The following is the list of certificates granted in 1870 :—

FORTY-THIRD SESSION.—DATED 15th JUNE, 1870.

MALES.

First Class.—Grade B.

- 2937. Crews, Lewis Warner.
- 2938. Eastman, Samuel Henry.
- 2939. Mackintosh, William.
- 2940. Payne, Edw. (2748, 2832.)
- 2941. Scilly, Samuel Thomas.

First Class.—Grade C.

- 2942. Briggs, Addison Arnold.
- 2943. Chaisgreen, Charles, (1069.)
- 2944. Clendenning, William Scott (2227.)
- 2945. Hendry, Andrew, (2329.)
- 2946. Langford, Charles James.
- 2947. Langrell, Edward Pierce Hopkins.
- 2948. McIlvaine, Samuel, (2570.)
- 2949. Minaker, William.
- 2950. Stuart, Farquhar McRae.

Second Class.—Grade A.

- 2951. Bean, David.
- 2952. Steel, Andrew Cheeseman.

First Class.—Grade A.

- 2974. Moule, Fannie Barbara. (2804, 2895.)

First Class.—Grade B.

- 2975. Adams, Annie, (2897.)
- 2976. Harvey, Ellen, (2763.)
- 2977. Philips, Mary Louisa.

First Class.—Grade C.

- 2978. Croley, Mary Frances.
- 2979. Cruise, Jane Ann, (2923.)

Second Class.—Grade B.

- 2953. Ballard, John Francis, (2871.)
- 2954. Bigger, Charles Albert.
- 2955. Currie, Dugald.
- 2956. Gray, William.
- 2957. McCamus, John Armstrong.
- 2958. McGladry, William.
- 2959. McGowan, Thomas Manson Kinney.
- 2960. McKay, Murdoch.
- 2961. McKee, George, (2647.)
- 2962. McKillop, Charles.
- 2963. Purves, William.
- 2964. Rosebrugh, Melvin Moe.

Second Class.—Grade C.

- 2965. Anson, James.
- 2966. Bowerman, Cornelius.
- 2967. Crawford, William Henry.
- 2968. Cummings, William Richardson.
- 2969. Hall, Henry Walter.
- 2970. Morton, Alfred Clarence.
- 2971. Sheppard, Daniel Erastus.
- 2972. Smith, Sylvester.
- 2973. Wellwood, Richard.

FEMALES.

- 2980. Donovan, Mary, (2908.)
- 2981. Fullerton, Eleanor.
- 2982. Hagarty, Kate.
- 2983. Horton, Rachel.
- 2984. Johnston, Sarah, (2801, 2909.)
- 2985. Joyce, Mary Greeves, (2688, 2910.)
- 2986. McGinty, Winifred Unity.
- 2987. McKenna, Teresa Maria, (2911.)
- 2988. Munshaw, Matilda Caroline, (2710, 2904.)
- 2989. Nixon, Jennie, (2817, 2905.)
- 2990. Ramsay, Annie, (2931.)
- 2991. Richardson, Caroline Amanda, (2933.)
- 2992. Robinson, Alfaretta, (2916.)

FEMALES—Continued.

2993. Stokes, Georgina, (2808, 2918.)

Second Class—Grade A.

2994. Bailey, Emma Charlotte.

2995. Berry, Jane.

2996. Cradock, Agnes.

2997. Riddel, Sarah Jane, (2932.)

2998. McKenzie, Susan, (2815.)

Second Class—Grade B.

2999. Addison, Ellen.

3000. Allan, Kate Morrison.

3001. Atkinson, Harriet Emma, (2920.)

3002. Campbell, Elizabeth.

3003. Cody, Caroline Sabrina, (2922.)

3004. Dingman, Margaret Mahala, (1993.)

3005. Dunlop Elizabeth.

3006. Frisby, Adah.

3007. Grabell, Ladonia Maria Emmeline, (1701.)

3008. McCoy, Susanna.

3009. Meneilly, Julia Isabella.

3010. Mulholland, Sarah.

3011. Munro, Janet.

3012. Murison, Annie, (2929.)

3013. Neilson, Isabella Helen.

3014. Robertson, Jane, (2935.)

3015. Shaw, Mary.

3016. Stewart, Margaret.

3017. Thompson, Emily Clara.

3018. Twohey, Eleanor Teresa.

3019. Williamson, Eliza Moneta Leavens.

3020. Wilson, Eliza, (2919.)

3021. Zeigler, Lydia Ann.

3022. Campbell, Elizabeth, (the 2nd.)

3023. Campbell, Jessie.

3024. Crawford, Margaret.

3025. Hawley, Charlotte Cordelia.

3026. Henry, Mary Jane.

3027. Kennedy, Alice Smart.

3028. Kennedy, Emma.

3029. McDonald, Mary Ann.

3030. McIntosh, Isabella.

3031. McPherson, Hughena Eugenie.

3032. Metcalfe, Janet.

3033. Moffat, Eliza.

3034. Rich, Catherine.

3035. Rowe, Mary Ann.

3036. Thompson, Jane.

3037. Woods, Maria.

3038. Yorke, Lucinda Elma.

3039. Zeigler, Lizzie.

FORTY-FOURTH SESSION—DATED 22nd DECEMBER, 1870.

MALES.

First Class—Grade A.

3040. Clendenning, William Scott, (2227, 2944.)

3041. McDowall, Joseph William, (2626.)

3042. Mackintosh, William, (2939.)

3043. Wilson, John, (2630, 1833.)

First Class—Grade B.

3044. Bergey, David, (2721.)

3045. Chaisgreen, Charles, (1069, 2943.)

3046. Deacon, John Scott, (2849.)

3047. McIlvaine, Samuel, (2570, 2948.)

3048. Sheppard, Daniel Erastus, (2971.)

First Class—Grade C.

3049. Carey, Robert.

3050. Doupe, William, (2565.)

3051. McCamus, John Armstrong, (2957.)

3052. McCardell, David, (2864.)

3053. Powell, George Kindon.

3054. Purves, William, (2963.)

3055. Rosebrugh, Melvin Moe, (2964.)

Second Class—Grade A.

3056. Chapman, William Francis.

3057. Emerson, Samuel.

3058. Gray, William, (2956.)

3059. Kerr, George Jonathan, (2873.)

3060. McNeil, Frank.

3061. Ovens, Thomas.

3062. Shoff, Elgin.

3063. Smith, Sylvester, (2972.)

3064. Stalker, John.

Second Class—Grade B.

3065. Bolton, John.

3066. Braithwaite, William.

3067. Carey, Dominic Hugh.

3068. Clark, William.

3069. Cruise, George.

3070. Hall, Henry Walter, (2969.)

3071. Harrison, James Murrel.

3072. Madge Walter.

3073. McKibbin, Archibald.

3074. Scott, Edward.

3075. Wittet, George.

Second Class—Grade C.

3076. Comrie, Peter.

3077. Girardot, Ernest Joseph.

3078. Jameson, Hugh Alfred.

3079. Neilly, William.

3080. Nethercott, Samuel.

3081. Smith, Robert Henry.

3082. Wilson, Jasper.

FEMALES.

First Class—Grade A.

3083. Adams, Annie, (2897, 2975.)

First Class—Grade B.

3084. Berry, Jane, (2995.)
 3085. Croley, Frances Mary, (2978.)
 3086. Donovan Mary, (2908, 2980.)
 3087. Johnston, Sarah, (2801, 2909, 2984.)
 3088. McCoy, Susanna, (3008.)
 3089. McGinty, Winifred Unity, (2986.)
 3090. McKenna, Teresa Maria, (2911, 2987.)
 3091. Stewart, Margaret, (3016.)

First Class—Grade C.

3092. Addison, Ellen, (2999.)
 3093. Bailey, Emma Charlotte, (2994.)
 3094. Campbell, Elizabeth, (3002.)
 3095. Cummings, Louisa Ellen, (2810, 2898.)
 3096. Dingman, Margaret Mahala, (1993, 3004.)
 3097. Gray, Caroline Martha.
 3098. Hawley, Charlotte Cordelia, (3025.)
 3099. McLaughlin, Mary.
 3100. Meneilly, Julia Isabella, (3009.)
 3101. Rowe, Mary Ann, (3035.)
 3102. Shaw, Mary, (3015.)
 3103. Thompson, Emily Clara, (3017.)
 3104. Williamson, Eliza Moneta Leavens, (3019.)

Second Class—Grade A.

3105. Allan, Kate Morrison, (3000.)
 3106. Burkholder, Hannah Dema.
 3107. Clark, Jessie Agnes, (2682.)
 3108. Crawford, Margaret, (3024.)
 3109. Frisby, Adah, (3006.)
 3110. Meehan, Mary Matilda Aloysia.
 3111. Moffat, Eliza, (3033.)
 3112. Moore, Lizzie.
 3113. Neilson, Isabella Helen, (3013.)

Certified.

EDUCATION OFFICE,
 Toronto, January, 1871.

3114. Thompson, Jane, (3036.)
 3115. Woods, Maria, (3037.)

Second Class—Grade B.

3116. Abbott, Mary Caroline.
 3117. Barber, Mary.
 3118. Campbell, Maggie Helen.
 3119. Chambers, Annie Catherine, (2809.)
 3120. Farrow, Harriet Amelia.
 3121. Henry, Mary Jane, (3026.)
 3122. Johnston, Phoebe Jane.
 3123. Kennedy, Emma, (3028.)
 3124. Lavin, Armina.
 3125. Lennon, Bridget Mary.
 3126. Metcalfe, Janet, (3032.)
 3127. Miller, Harriet.
 3128. Moran, Alicia, (2709.)
 3129. McCammon, Kate.
 3130. McCaully, Mary Jane.
 3131. McKay, Sarah Elizabeth.
 3132. Ray, Agnes, (2818.)
 3133. Richards, Drusilla.
 3134. Ross, Jennie.
 3135. Rowell, Ada Matilda.
 3136. Spafford, Alice Adelia.
 3137. Zeigler, Lizzie, (3039.)

Second Class—Grade C.

3138. Boyle, Kate.
 3139. Clarke, Anna Mary.
 3140. Hudson, Lucy Maria.
 3141. Hume, Annie.
 3142. Jackson, Margaret.
 3143. McCaully, Ellen.
 3144. McIntosh, Isabella, (3030.)
 3145. Newell, Maria Elizabeth.
 3146. O'Brien, Kate Stanislaus.
 3147. Pettey, Selenia.
 3148. Purkiss, Irene Elizabeth.
 3149. Scott, Jane Chrystalle.
 3150. Waugh, Fanny Racey.

ALEXANDER MARLING,
Registrar.

APPENDIX I.

THE EDUCATIONAL MUSEUM FOR ONTARIO.

1. *Rules for the Admission of Visitors to the Educational Museum, Toronto.*

- I. The Museum is open daily for Exhibition, Sundays and Holidays excepted, from 9 a.m. until 5 p.m.
 II. All persons are freely admitted, upon registering their names in the Visitors' Book at the Education Office.
 III. Sticks and umbrellas to be left below stairs.

2. Character and objects of the Museum.

1. This Educational Museum is founded after the example of what is being done by the Imperial Government as a part of the system of popular education—regarding the indirect as scarcely secondary to the direct means of training the minds, and forming the taste and character, of the people. It consists of a collection of school apparatus for Common and Grammar Schools, of models of Agricultural and other implements, of specimens of the Natural History of the Country, casts of Antique and Modern Statues and Busts, &c., selected from the principal Museums of Europe, including busts of some of the most celebrated characters in English and French History; also copies of some of the works of the great Masters of the Dutch, Flemish, Spanish, and especially of the Italian Schools of Painting. These objects of Art are *labelled*, for the information of those who are not familiar with the originals, and a descriptive historical catalogue of them can be purchased at the Museum. In the evidence given before the Select Committee of the British House of Commons, it is justly stated that, “the object of a National Gallery is to improve the public taste, and to afford a more refined description of enjoyment to the mass of the people;” and the opinion is at the same time strongly expressed, that as “people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals,” it is desirable, even in England, that those who have not the opportunity or means for travelling abroad should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaele and other great masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction is in part the result of a small annual sum, which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Ontario share of the School Grants, for the purpose of improving school architecture and appliances, and to promote arts, science, and literature by means of models, objects and publications, collected in a museum in connection with this department.

3. Principal Contents of the Museum.

2. The Museum contains a large selection of objects of art, models, &c., arranged under the following heads, as detailed in the Reports of 1856 and 1857, pages 246 and 106:—

I. SCULPTURE:

1. Greek and Roman Antiques.
2. Modern French and English.
3. Assyrian.
4. Egyptian.
5. Architectural.

III. ENGRAVINGS:

1. On Steel and Copper.
2. Lithographs.
3. Chromo-Lithographs.

II PAINTINGS:

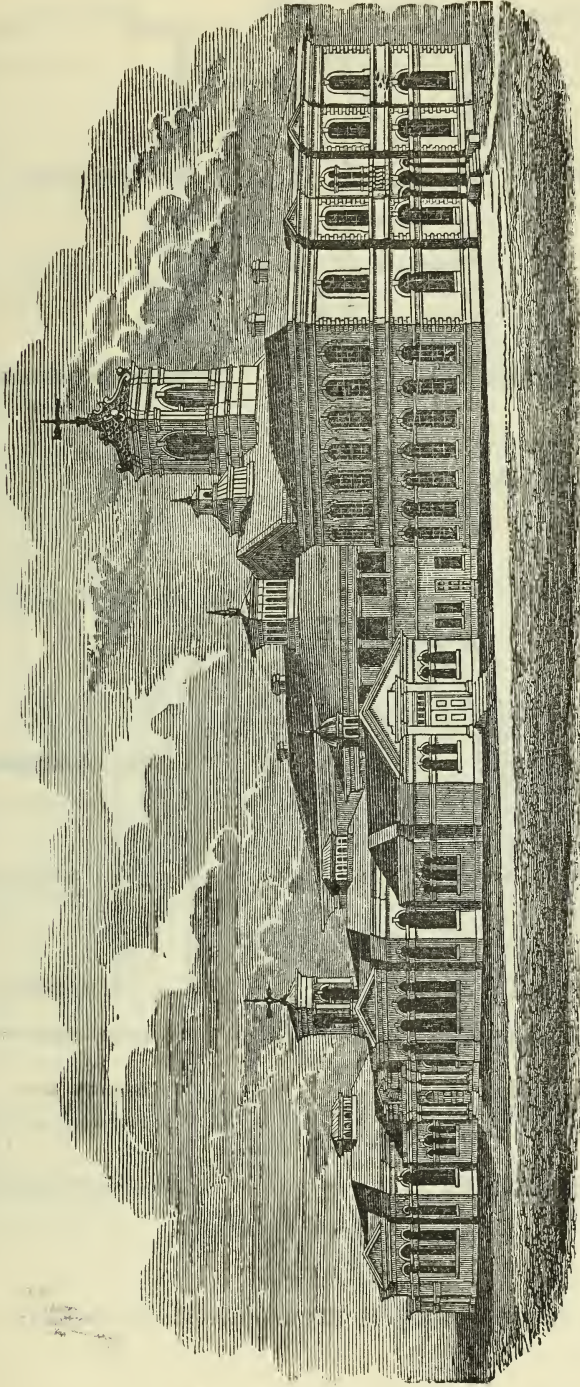
1. Italian School.
2. Flemish School.
3. Dutch School.
4. Miscellaneous Dutch and Flemish.
5. German School.
6. French School.
7. Spanish School.

IV. WORKS ILLUSTRATING THE HISTORY OF ART &C.

1. In French and Italian.
2. In English.

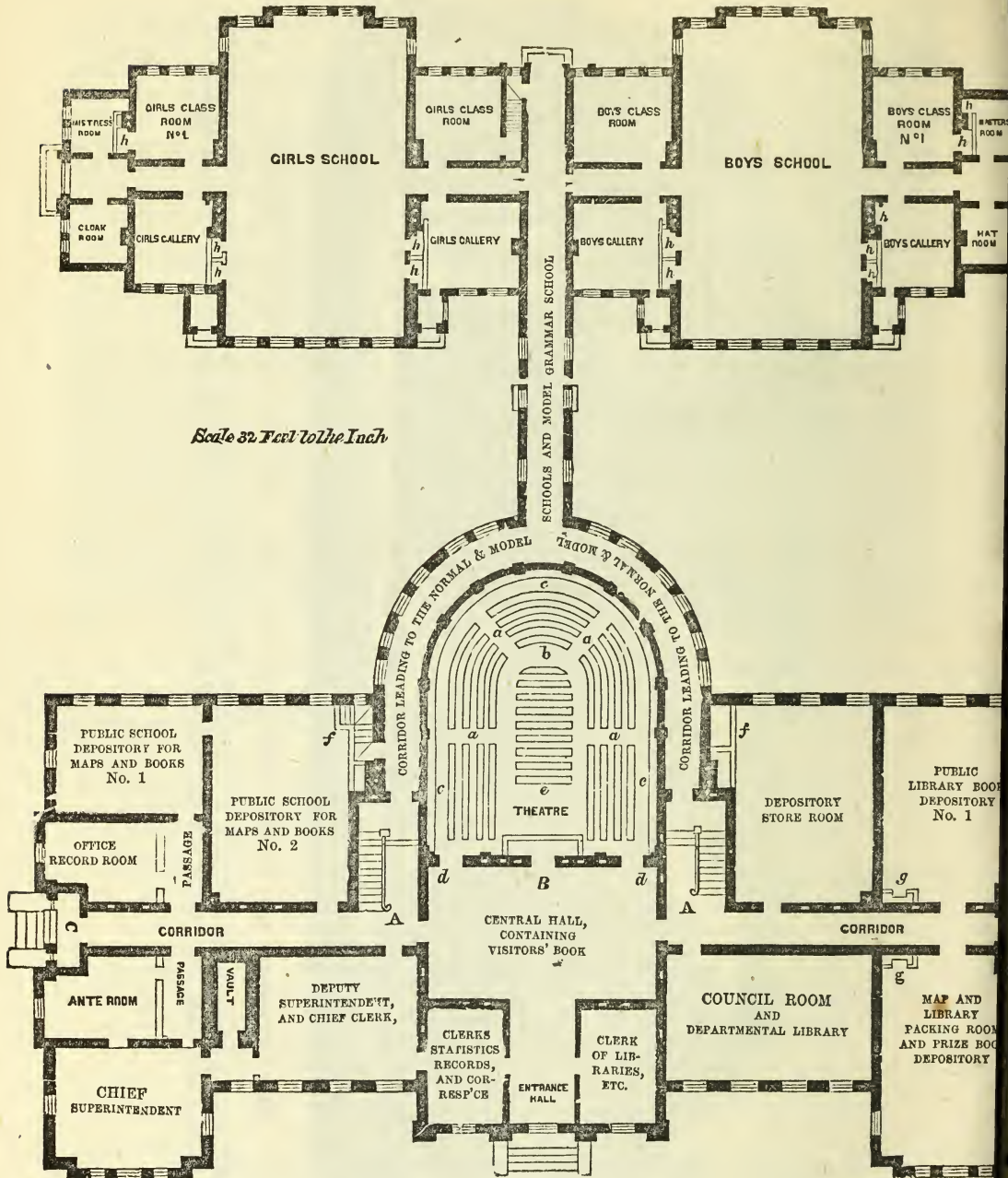
V. OTHER OBJECTS OF INTEREST:

1. Illustrations of Mediæval History, Figures in Armour, Weapons, &c.
2. Maps and Plans in Relief.
3. Specimens of Natural History.
4. Geological Specimens.
5. Models of Agricultural Implements.
6. Philosophical Models and School Apparatus.
7. Photographs, Copies of Porcelain and Rock Crystal Ware, Decorative Plate, Bronzes, &c., &c.

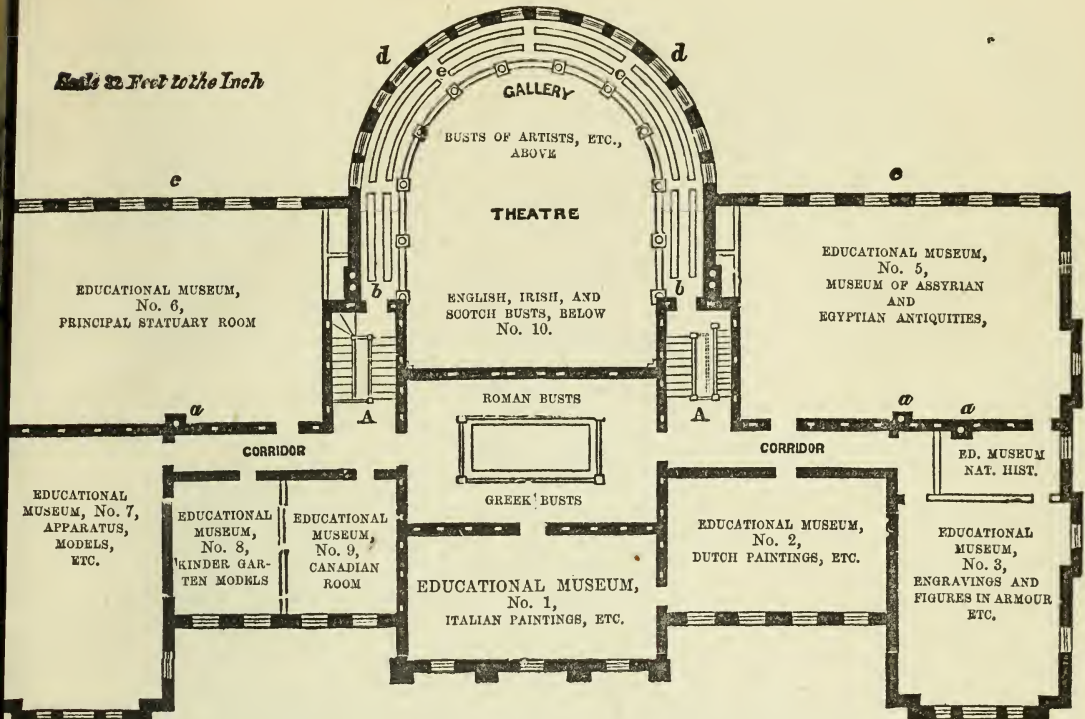


DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO, VICTORIA SQUARE.

The Education Offices are on the First Floor to the left; the Museum Rooms up Stairs; the Normal School (not shown) is in a new building in the rear, facing Gerrard Street, and the Model Schools between the Education Offices and the Normal Schools.



PLAN OF THE GROUND FLOOR OF THE EDUCATION DEPARTMENT.—No. 1.



PLAN OF EDUCATIONAL MUSEUM—FIRST FLOOR OF THE EDUCATION DEPARTMENT.—No. 2.

[*Key to References on Plan No. 1.*—North of the central hall is the theatre, with the lecturer's entrance in the centre, *B*; and side entrances, east and west, *d, d*, for the public. Here the aisles are marked *a, b, c*, with seats arranged between them; the lecturer's platform being placed between *B* and *e*. This portion of the theatre is designed to accommodate 470 persons, and the galleries 150, making in all 620. Around the theatre, and beneath its gallery, are east and west corridors leading to the Model Schools, and the Normal School in the new building in the rear, facing Gerrard Street. *A, A*, staircases leading to the first floor; *C* and *D*, west and east entrances to the Department and the Depository; *f f* and *g g* are ventilators leading from the different rooms to the cupola at the top of the building, where they are discharged.]

[*Key to References on Plan No. 2.*—*A, A*, lobbies at the head of the principal staircases leading to the east and west corridors respectively—off which are the rooms of the Museum; *a, a, a*, ventilators connecting with those from below; *b, b*, doors on the first landing, leading to the east and west galleries of the theatre; *c, c*, northern tier of windows of the principal statuary room and School of Art; *d, d*, northern tier of windows of theatre gallery; *e, e*, aisles and seats of the gallery.]





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